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NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE

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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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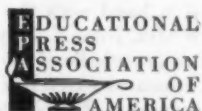
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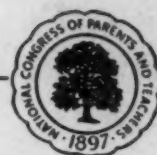
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For almost all its fifty-three years the National Congress of Parents and Teachers has worked hand in hand with the National Education Association to staff and support the finest schools for America's children. Pictured here are Mrs. John E. Hayes, president of the National Congress, and Dr. Willard E. Givens, executive secretary of the N.E.A. Behind them, symbolic of the practical idealism that permeates both organizations, is the figure of Horace Mann. This statue of the great educator extends a dignified welcome to the thousands of men and women from all parts of the world who visit the N.E.A. headquarters in Washington, D. C.



THE LIGHT SHINES THROUGH

FROM ECCLESIASTES we read, "To every thing there is a season, and a time to every purpose under the heaven; a time to be born and a time to die . . ."

Easter is the time for *hope*—for promise. A time when all that was dead pushes aside the cover of its darkness. It is the time when spring invades the physical world to glorify all growing things subject to the laws of plant life; when hope invades the spiritual world, assembling its armies of love and faith to glorify in human hearts the promise declared unto mankind, "My peace I give unto you."

Easter is a time of *fulfillment*—

A small brown seed dropped in moist, warming earth reveals neither in color nor form a hint of the beauty of its flowering or the luxury of its fruitfulness. Few of us can identify even the common seeds well enough to predict with any accuracy the character of foliage, the glory of blossoming, or the delicacy of fruit which will result eventually from the planting. But all of us recognize the seed as a promise of growth fulfillment. We recognize in the development of a seed an orderly progression, a step-by-step unfolding, which typifies the way in which we must walk, patiently aware that we may not share the full significance of the tasks which make of us fellow architects for the broad plan of all creation. A prayer for the fulfillment of Easter in our individual lives may have greater power to end the cold war than all the pronouncements of diplomats or the ECA.

Easter is the *springtime of the spirit*—

Thrice blessed are they who, bound in winter's unrelenting hold, look forth each day with eager faith for coming spring. They know the quick pulsing of a heart refreshed by pale new shades of breaking green; they feel the blight of darkened hopes dispelled by earth's bold turn to flush new growth along each winter-blackened stem. They share release with breaking earth, with straining buds, with seeds unloosed to carry forth creation's law of growth on growth. They sense in spring's unfailing plan, a world new grown, left free from vice and fear, God's promise of his kingdom here.

WHEREVER WE live in this broad land, we see new growth; we see our land revived, glorious, with the coming of spring. However we worship, we find in Easter a spiritual awakening, a renewal of faith in God's plan for an orderly world, controlled by justice, love, and truth. We find faith in ourselves as possessing innately the power to become humble but vital elements in its fulfillment.

President, National Congress of Parents and Teachers



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sincerely believed to be wrong. It was even worse if he refused to eat when "Mr. Clock" said it was time for supper, and still worse if he refused what his mother dietitian determined was best for him. Not too long ago parents were encouraged to peek through a one-way screen at the toddler playing in the yard, so that he would not know he was being observed. Expressions of affection likewise were taboo.

One of the paradoxes in the attitude of some present-day parents is that enjoyment of their children is coupled with a guilty feeling. They are afraid that if they relax, take pleasure in the

WHY NOT ENJOY YOUR CHILDREN?

WHY not enjoy your children? To answer such a question is easy: You should. But replying to the question "Why not *enjoy* your children?" is not so simple. Too many parents let too many things spoil their enjoyment of their children. Some worry and fret about whether or not they are bringing them up in the best way. Others let social pressure or business interests absorb a major portion of their time. Such parents cheat themselves out of one of the great joys of life. Moreover, they do harm to their children, for children grow best in a climate of parental delight.

Many earnest parents are confused by changes in the preferred ways of raising children. Not so long ago smooth schedules, inelastic routines, "proper" behavior, and early maturity were considered essential. For a child to eat because he was hungry, instead of because it was time, was

companionship of a young child or youth, and control him with affectionate understanding, they are failing in some basic disciplinary duty. And how can they be sure that the more recent recommendations of greater freedom and more satisfaction in child training are any sounder than the older system, particularly when they contrast so greatly with it? What evidence is there that elastic planning, gradual and confident maturing, warm love, and interested direction are any better aids to healthy adulthood?

The best of such evidence are the young adults themselves who have grown up under the system now recommended, or whose parents seasoned the precepts of certain "authorities" with the salt of common sense.

On the other hand, scientific evidence of the bad effects of a rigid and inflexible program of

child rearing fills the files of child guidance centers and psychiatric clinics. Far, far too many are the disturbed personalities that have needed the health-restoring help and understanding of trained counselors and therapists. Countless distressing emotional reactions in daily life and much mental illness could be prevented if parents understood that their first obligation is to provide love and satisfaction for their children; that only love can balance the urge to hate; that hostile outbursts can often be diverted into constructive activity; and that elasticity in direction need not lead to uncontrolled behavior.

Current technical knowledge, gained through the study of personality, is becoming increasingly available to parents. It may be helpful to put into a few simple sentences what is now accepted by psychiatrists as necessary to the development and maintenance of good mental health. Here, briefly stated, are some principles that are basic, axiomatic, and fundamental.

1. There is no substitute for a devoted father and mother who give their child top priority in consideration—at least during his first six years.

2. Even the baby has to learn to love, and he can do this only by being loved.

3. Love is the only neutralizer for hate, in ourselves and in our children. In order to relate ourselves happily to the people around us—and this is essential to mental health—love must control



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and balance the expressions of hate that distort or strangle healthy relationships.

4. The child must learn to accept, adjust to, and modify his frustrations and accept the limitations of reality.

5. An essential quality of successful parenthood is the capacity to continue to grow psychologically along with one's children.

Interpersonal Relationships

IT IS so easy to love a person—baby or adult—who responds to our affectionate overtures, who shows that he enjoys being with us, approves of what we do and say. Most of us, even as adults, are not so emotionally mature that we do not become annoyed, resentful, or hostile toward the person who interferes with what we want to do. A cuddly infant who looks wide-eyed when we make faces or coo at him, who snuggles happily into our embrace, endears himself to us. However, it takes a bit of self-control not to be annoyed by his persistent demand for food when the nipple won't work and when at the same time the laun-

WHY not enjoy your children? Yes indeed, why not? Nothing in all the world can be more enjoyable. The parent who allows worry, anxiety, social pressure, or misconceptions of child rearing to come between him and his children is cheating himself of one of life's great joys. He is doing harm, moreover, to the children, for children grow best when parents delight in being with them. In this article a distinguished psychiatrist and his wife set forth the reasons why this is all so important, together with some immediately usable ideas for a good beginning.

This is the eighth article in the preschool series of the "Freedom To Grow" study courses.

dryman is at the door, the phone is ringing, and big sister is ready to be taken up from her nap.

As baby grows a bit older many parents become aware of resentment toward him, sometimes even hostility—when so many of his needs and demands interfere with mother's or father's freedom.

Like the adult the infant, young child, ten-year-old, and teen-ager are fond of those who respond to their affectionate overtures, enjoy being with them, approve of what they do and say. Conversely, all tend to become annoyed at, or resent or feel hostile toward, the person who interferes with what they want to do. At the age of six months the baby's world revolves around himself; there are comparatively few frustrations in his environment. But by the time he is three or four years of age he has learned a great deal about what other people do in contrast to what he is able to do or allowed to do. When he protests against these limitations he is no longer a cute little baby; he becomes a stubborn, willful child. His parents, perplexed, wonder what they have done to change him so markedly.

As his social circle widens, the youngster invariably compares his privileges with those of his companions. And again he resents or actively hates (even though only momentarily) the parent who tries to force him to forgo things his friends can do, such as going out on school nights.

True, parents do have and must keep authority over their children. A young person's acceptance of that authority, however—provided the wielder of it is sensible, reasonable, and considerate—depends almost entirely on whether he knows he is loved, whether he can and does love in return, and whether he respects his parents. For this reason also it is most essential that parents love their children and give them the opportunity to love in return. To be sure, there are times when we all reject our offspring in some quick flare-up of self-pity. But if our love is deep and not tainted with hostility, these moments will pass, and we shall again enjoy our children.

Mutual love leads to confidence on both sides, one that permits the young person as much freedom of activity as is fitting for his age and ability. The child who is loved and trusted does not have to defy or fight for approval, nor do his parents have to fear that his independence will threaten their authority.

Unfortunately many of us are handicapped by our own personal development. Many parents are themselves the products of a childhood in an unloving home. They may be, consciously or unconsciously, still resentful of their fate and rebellious against their environment. There may be in their make-up only a narrow margin between emotional stability and instability, so that they become

angered or depressed by the frustrations and responsibilities of parenthood. Because they can have no adequate expression of their hostility toward an employer or toward society, they take it out on their helpless and innocent children. If in addition they have rigid ideas of what is right and wrong, ideas that differ from those of society as a whole or even of the neighborhood in which they live, they may build into their children a way of thinking and feeling that will keep them at odds with the world.

The Importance of Identification

IN A happy family the boy always automatically identifies himself with his father and the girl with her mother. Under most circumstances we enjoy the people who like us. We enjoy doing things that someone we love and who loves us wants us to do. If we parents enjoy our children, they will find it easy to adopt our standards of behavior and follow our teachings.

This psychological identification furnishes the material of which conscience is made—conscience that becomes the monitor and controller of behavior in adulthood. The child is happier and mentally healthier if his behavior fits the pattern set by parental standards. He feels guilty when he does something he knows is not in line with them. And if his conscience is formed through the guidance and example of kind, understanding, loving



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parents, he will be able to resist whatever strong group pressures he encounters in the process of growing up.

Building that happy identification between parents and children is done day by day in a thousand ways—by enjoying a game of ball together, by lending a hand at hammering that stubborn nail, by helping to plant a new shrub in the garden. The chances are strong that if Mother and Dad like to do things with John or Sally, John or Sally will like doing things with them. As simply as that, the little girl begins to learn how to get along with her father. The little boy wants to become like his father and get along with his mother. These early relationships with others of the same and the opposite sex lay patterns that will hold throughout life.

Wholesomely identifying himself with his parents should in no way interfere with the development of a child's individual personality. Each member of the family must be assured his independence, but for richest living, interdependence is equally necessary. There must be give and take in the use of space, facilities, and time, so that every member can live with a minimum of frustration and a maximum of satisfaction and self-realization. Each member of the family should share in the feeling that the home belongs to him, in assuming responsibility for its care, and in planning its activities.

The Test of Love

THE DEPTH and the quality of the parents' love is tested again and again. A parent who truly enjoys his child and likes being with him can be much more patient, more tolerant of the child's trial-and-error technique in discovering just what is acceptable behavior and what is not. For instance, most children at some time or other are guilty of stealing. Fortunate is the child whose parents take time to find a more effective way of helping him establish internal discipline than spanking, scolding, or isolation. Thoughtful, loving parents will inquire into the child's reasons for the theft, his conception of it, and his understanding of its significance. They will be both persuasive and firm in telling him why such behavior cannot be tolerated and will help the youngster discover how to satisfy his desires in a better way.

One of the very hardest tasks of being a parent is that of imposing restrictions. We know the child's judgment is immature and his experience limited. On the other hand, we often identify ourselves so closely with him that it takes will power to stand by a calmly considered decision. But we must constantly remind ourselves that reality is a firm taskmaster and that mental health depends

upon how well and how easily a person can harmonize the pressures of his internal wishes with the reality of environmental demands. There are five ways of doing this:

1. Letting the personal desires have full sway, with little or no regard for the environment. Such a course always brings one into conflict with the environment. Confirmed criminals follow this procedure, as do many very sick mental patients.

2. Giving way completely to the demands of the environment. This is the course of the passive "Milquetoasts" and the totally dependent "weak sisters."

3. Finding ways in which inner personal desires can be satisfied by socially approved activities. This means discovering constructive outlets for the expression of hostility, neutralizing the frustration experienced in one activity through the satisfaction gained from another.

4. Modifying the environment while considering the effect of such modification on other people in that same environment. This means a compromise. Often it requires a postponement of immediate satisfaction for the sake of future gain.

5. A combination of numbers 3 and 4—modifying the internal demands and also modifying the environment. This is the solution the mature, well-adjusted person uses most commonly.

Rich living that includes enjoyment of our children requires us to establish priority ratings on the expenditure of time, energy, and emotion. To be a parent ought to be fun, but it also involves the most important responsibilities that any adult can have. This is why the art of parenthood ought to be given the same serious, constructive thought as goes into a business or a profession, for it is an even more complicated enterprise.

Finally, to be successful parents we must dare to accept new ideas and learn to tolerate different ways of doing things. We must either grow with our children or fall by the wayside, labeled "old fogies." Only if we can grow with them will they feel comfortable with us—and therefore most comfortable with themselves.

When our children are grown and have set up their own homes, we should be able to gain some of our greatest satisfactions through the vicarious enjoyment of their parenthood. Our chances for doing this are good if we have not spoiled our relations with our children by domination, possessiveness, personal rigidity, overdependence, resentment, and other evidences of disguised and undisguised hostility. Our chances are even better if we have, over the long years from infancy to adulthood, taken constant delight and enjoyment in our growing boys and girls.

See questions, program suggestions, and reading references on page 34.

CHILD LABOR

MAURICE J. TOBIN

BOB, fifteen years old, employed on a highway construction job, became a flaming torch and suffered multiple third-degree burns when he upset a kerosene can while filling lanterns. Fifteen-year-old John, working as a deck hand on a river boat, lost his life when he fell overboard. Jim, fourteen, was crushed to death in an elevator accident while employed as a helper by a trucking and transfer company. Dick, another fifteen-year-old hired as a loader by a company transporting slate and plate products, severely cut his hand and broke the cord in his finger when a pile of flagging fell on him. Reports of these accidents and many others come to the U.S. Department of Labor from state agencies, in letters and newspaper stories, and through investigations made by the Department.

How did it happen, you may well wonder, that all these young people—children, really—were working in jobs where such accidents can happen? Isn't there a law that keeps children out of dangerous and undesirable jobs?

There is a law, but not until the 1949 amendments to the Fair Labor Standards Act of 1938—the Federal Wage and Hour Law—went into effect January 25, 1950, did federal child labor provisions cover the industries in which Bob and John and Jim and Dick were working when they were hurt. However, in some cases these jobs may have been illegal under state child labor laws.

Federal child labor provisions designed to protect children from dangerous and undesirable

PROGRESS in the protection of children

and adolescents from the hazards of commercial exploitation has been steady and constantly expanding for many years. Unregulated child labor, a threat to civilization wherever it exists, has no part in the American way of life. Here are the facts from our Secretary of Labor himself, with due recognition that no law of the land is more effective than citizens can make it.

AND



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In the top picture a boy not yet 16 is carrying onions to put in sacks. Under the child labor provisions of the Federal Wage and Hour Law he will not be able to do such work during school hours.

It is illegal, according to federal child labor provisions, for a boy under eighteen to drive or help on a truck. The boy in the bottom picture is only 15.

jobs, contained in the Fair Labor Standards Act, have been in effect for nearly twelve years. During these years the law itself has given important and far-reaching service in the protection of children. But the child labor part of the law reached only children working in establishments producing goods to be shipped in interstate or foreign commerce. That part of the law could not be applied to the firms figuring in the accident stories at the beginning of this article, even though they were engaged in interstate commerce, because they did not produce goods that were shipped.

Under the act the minimum employment age is sixteen years for most jobs, eighteen years for jobs found and declared particularly hazardous, and fourteen years for a few jobs that can be done outside school hours under specified working conditions.

THE LAW

As amended, the law retains the same age standards and the old coverage, but it extends the child labor provisions to *any* employer who employs *any* minor in interstate or foreign commerce or in the production of goods for commerce.

Extended Protection

WHAT DOES this mean to our young people? It means that the young people who were killed or injured in the accidents described at the beginning of this article could not now be legally employed in the jobs they held when those accidents occurred.

It means that the age at which young people can be employed is regulated in a whole new field of interstate industries. In such industries as transportation, communication, warehousing and storage, or construction, for example, they cannot now be legally employed unless they are old enough—according to federal law—for the job. As a result, young persons working on boats, or for trucking concerns or railroads, or as telegraph messengers, or in several other lines of work will also be protected under the amended act.

In some states the state child labor law may set a higher age standard than do the federal child labor provisions. If it does, the federal law provides that the higher standard must be observed. State child labor laws, complementing and supporting federal age standards, also deal with aspects of regulation that the federal law does not control, such as the prohibition of night work for minors sixteen and seventeen years of age.

However, the minimum wage and overtime provisions of the Wage and Hour Law do apply to young and adult workers alike, and both groups will benefit from the increase in the minimum wage from forty to seventy-five cents an hour—the major 1949 amendment. But these minimum wage and overtime provisions are subject to many more exemptions than are the child labor provisions, which cover most of the jobs in interstate commerce.

Exemptions from the child labor provisions are limited to (1) actors or performers in motion picture, theatrical, radio, and television productions; (2) employees engaged in delivering newspapers

to the consumer—among them, the newsboy who delivers your newspaper to your home; (3) children working for their parents in nonmanufacturing or nonmining jobs or in jobs not found by the Secretary of Labor to be hazardous for young workers; and (4) children employed at agricultural jobs outside school hours.

Paid Farm Work and Schooling

THE AMENDED Wage and Hour Law also gives special attention to children in agriculture, in which great numbers of them, some very young, are employed. Many children work on farms for hire at the cost of their schooling. The greater educational handicap of these children is reflected in statistics on school enrollment from the U.S. Bureau of the Census. In rural farm areas the proportion of children enrolled in school is consistently lower for all age groups than it is in urban areas. It has been lower over a period of years. For example, in October 1948, according to census estimates, the percentage of boys and girls enrolled in schools in rural farm areas was from 5 to 18 points lower than in urban areas.

Ages		Percentage Enrolled in Urban Areas	Percentage Enrolled in Rural Farm Areas
7 through 9		99.6	94.8
10 through 13		99.5	94.1
14 and 15		97.3	82.1
16 and 17		76.9	59.1



© Chicago Daily News

An elevator operator must be eighteen years old to be legally employed under federal law.

This lower proportion of school enrollment in rural farm areas, serious as it is, does not wholly measure the educational disadvantages of rural children, for absences connected with farm work add to the time lost from school.

Aware of this serious handicap suffered by rural children, the Congress in 1949 amended the child labor provisions of the Wage and Hour Law to strengthen their application to agricultural jobs. As a result, for the first time the federal law now sets up an effective bar to farm employment that competes with the schooling of uncounted thousands of children. The minimum wage and overtime provisions of the act do not apply to agricultural employment.

The revised agricultural coverage, which applies where the crop production is for interstate commerce, means that the law is applicable during school hours in all states and for all children under sixteen except when working for their own parents on their home farm. Previously, agricultural coverage was applicable only during the hours a child was legally required to be in school under state laws governing school attendance. This provision made the federal law inapplicable in many states where the compulsory school attendance law permitted children to be legally excused from school for such reasons as employment at agricultural jobs.

The Citizen's Part

GOOD LABOR laws are important, but like other laws they do not enforce themselves. You, as a parent, as a teacher, as a citizen, can help. You will want to make sure that all boys and girls, when they are employed, have jobs that conform to the legal standards of the federal law, as well as to state child labor laws. To know about the conditions under which boys and girls in your town are working ask yourself these questions:

Are they old enough for the job at which they

are working? Are they being paid at least the legal minimum wage? Do the hours they work conform to state and federal laws? If they are working overtime, are they being paid time and a half? Are they in school during school hours instead of working at a farm job? What provisions has your community made to accept and welcome the children of migratory agricultural workers into the schools?

Have the employers of these young people obtained employment or age certificates for them? (Certificates issued under the state child labor law are acceptable as proof of age under the Wage and Hour Law in forty-four states. In four states—Idaho, Mississippi, South Carolina, and Texas—federal certificates of age are issued.)

Are they eighteen years of age or older if they are employed at hazardous jobs? (Occupations that up to now have been declared hazardous under the federal law and require a minor to be eighteen before he can be employed, include jobs as motor vehicle drivers or helpers and occupations involved in the operation of elevators and other power-driven hoisting apparatus. Other hazardous occupations deal with employment in explosives plants, in coal mines, in logging and sawmilling, and in the operation of power-driven woodworking machines. Most state child labor laws also specify hazardous jobs and usually set sixteen or eighteen as the minimum age at which young people may be employed in them.)

The child labor standards of the federal law are administered by the U.S. Department of Labor. The making of investigations for the issuance of child labor regulations, and also work with the states on age certification, are carried out as part of the child labor and youth employment program of the Department's Bureau of Labor Standards. Investigation for child labor under the federal act is carried out through the Wage and Hour and Public Contracts Divisions and their regional offices, together with wage and hour enforcement.

FROM THE ARCHIVES

THE National Congress of Mothers and Parent-Teacher Associations asserts its belief that protection of the best interests of children requires that child labor legislation should be based on the following principles:

Prevention of employment in occupations injurious to health or character.

Liberty for employment in suitable occupations.

Employment certificates for children permitting suitable occupations during vacation and out-of-school hours.

Working hours for children permitted by the law to leave school and go to work, to conform with the working hours of the state. . . .

Discretion as to the individual needs of children to be given to parents by the educational authority issuing employment certificates and physicians examining the child—such discretion being based on physical and home conditions as well as age.

—From resolutions adopted at the 1915 convention of the National Congress of Mothers and Parent-Teacher Associations

8. When Fear Pretends To Be Strength

BONARO W. OVERSTREET



Bonaro W. Overstreet

THINGS are not always what they seem. Growing up, we come to know this with a layman's knowledge, and to know that among the things that are not always what they seem is human behavior. We learn that people—including ourselves—are sometimes very busy keeping up appearances, putting up a front, covering up feelings; that a great show of friendship may stem from motives that are less than

friendly; that the bully is a coward at heart.

Sometimes, if we are sensitized, we catch a flitting expression on another person's face, or a revealing inflection in his voice—and suddenly know something we did not know before, and feel toward that person as we have never felt before.

We may thus abruptly learn that a woman whom we have regarded as a snob is in fact painfully shy and starved for affection; or that a man who has long bored our minds and offended our ears with his booming certitudes is actually embarrassed about his lack of education and afraid to risk showing his ignorance in give-and-take.

We may thus learn that an adolescent girl who seems flauntingly positive that she is always right, and her parents wrong, in fact desperately needs their sanction and reassurance; or that a housewife whose complaints against her husband and children we have taken at face value is actually getting a sense of importance out of feeling abused; or that a "good" child is getting a far-

STRAIGHT to the heart of the matter goes this searching analysis of certain modes of behavior that in present-day society are too common for comfort. Why are they so common—the domination, the snobbery, the pointless jealousies with their evil brood of mean and petty acts? It pays to make the effort to understand. And it helps to have one who is informed and discerning as our guide.

MAN
AGAINST
FEAR

from-good satisfaction out of having another child disapproved of and punished.

We come to know, or to glimpse, many things of this sort—and out of them we make our sense of sympathy, of realism, of humor. But our knowledge remains patchy and hesitant. We know that a line often has to be drawn between *what is* and *what appears to be*. But the drawing of that line is, at best, a task that we accomplish fumblingly and with many false strokes.

Light from the Lamp of Learning

THIS BEING so, it is of top importance that psychologists and psychiatrists are increasingly able not only to confirm, with clinical chapter and verse, much that we have suspected about our human selves, but also to help us glimpse much that we have not even half suspected.

When we first expose ourselves to their findings, we may feel that we have entered a topsy-turvy land. For they seem, at times, to call *black* what our common sense calls *white*, to call *fear* what we have been trained to call *courage*, to call *selfishness* what tradition has called *kindness* and *self-sacrifice*, and to call *failure* what custom has called *success*.

As we get our bearings, however, we may realize that what they are saying makes deeper sense than what we have been in the

habit of saying. We may realize that, far from leaving us to wander blindly, they are in fact blazing a trail by which we can, with some degree of confidence, find our way through the wilderness of human motives and behaviors.

No insight that these scientists offer is, perhaps, more startling—or more wrenching to our common ways of thought—than their redefinition of *strength*. Plainly and sharply they are saying now, on the basis of impressive clinical evidence, that much of what we have called strength is simply fear in disguise or weakness in disguise.

Our common blindness to this fact, they further assert, has led us often and disastrously to admire the wrong people; to set up false standards of success; to raise to leadership those who, by their very character structure, are unfit for authority and can only lead others astray; and to encourage in our children patterns of conduct which cannot make for either their own happiness or that of the people with whom they live and work.

Part of our "homework," then, in our study of fear, is to try to learn in theory and recognize in practice the differences between strength and imitations of strength. For to respond to the imitations as though they were the genuine is to plunge ourselves and those whom we influence into an ever deeper morass of confusion.

Self-defensive Thinking; Self-centered Living

OUR SEARCH for the basic distinction between strength and fear-disguised-as-strength turns us back once more to something we have already discussed in earlier articles: the human being's native equipment for dealing with life—his powers of fight and flight and of loving and learning. His powers of fight and flight, as we have noted before, help him to hold his own against what would sting or cut or crush or burn his body—or his ego: his pride, his self-confidence, his sense of significance.

The point we have here to note is that precisely because these are our *self-defensive* powers they are also *self-centering*. This is true even on the simplest physical level. A man may be completely absorbed in his work, but if he drops a heavy tool and barely manages to jerk his foot out of the way, his attention shifts abruptly and exclusively to *himself*. He is intensely aware of his foot, and



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until he has had time to regain his focus, the world outside himself is remote, almost unreal.

Where ego defense is involved, the line between the self and the nonself is likely to be not only sharply felt but stubbornly maintained, and that line is as likely to be an invention for self-defense as a product of reality.

We can take the case, for example, of a man who has failed to receive a coveted promotion. He is salvaging his pride by telling himself that his successful competitor for the job is a prize "apple polisher" who knows how to make the boss feel fine; and by telling himself that the boss doesn't care as much about good work as about being flattered. Having drawn this line of self-defense, the man cannot welcome evidence that the other man is fully his equal in competence and integrity and that the boss has made a fair-minded effort to weigh their relative merits and decide between them. He cannot welcome or even tolerate such evidence, for he has emotionally committed himself to maintaining a distinction in *his own favor* between himself and the other man.

Our powers of fight and flight, in brief, because they are what they are, are notably poor contributors to our objective, impartial knowledge and

appreciation of the world outside ourselves. They make us see that world and respond to it solely in terms of how it touches us.

Our powers of loving and learning, on the other hand, work to take us outside ourselves and to introduce us to the objective realities of our world. They help us to think of other people as people in their own right. They invite us to get on to the hang of things, so that we can do what is called for by situations, not what our own impulse may dictate. They are, in short, the powers that make for *accuracy of response*. And they are, therefore, the powers that reduce to a minimum those occasions when we feel impelled to employ our self-defensive, self-centering powers of fight and flight.

It might be more precise to say that they furnish new uses for these powers. They channel our aggressiveness, for example, into the solution of objective problems, so that even "fight" becomes something more constructive than it was in its original form. Permeated with intentions derived from loving and learning, this power also moves us *toward* our world instead of *away from* it. It keeps the scientist stubbornly at the job of trying to isolate the cause of some disease that afflicts mankind, and it keeps many a woman at the year-after-year job of trying to make a happy and comfortable home for her family with inadequate resources at her command.

Here we have our clue to the difference between strength and fear-disguised-as-strength.

Testing the Springs of Action

GENUINE STRENGTH comes to an individual as he develops a skillful and knowledgeable "object interest"—that is, an increasing power to link up with objective reality and to handle the problems reality always poses. *Imitations of strength* exhibit themselves where an individual, trapped within self-defensive "subject interest," tries not to understand and appreciate his world but to dominate it, to impose upon it impulses arising from his own need to prove himself.

We can see, then, why psychologists and psychiatrists look askance upon many exhibitions of strength in our world today. They look at the "he-man" who flaunts his muscles and his masculinity, and they wonder what unconscious fear makes him so uncertain of his sexual adequacy that he always has to be proving to himself how masculine he is. They look at the "rugged individualist" who has never let anyone or anything block his climb to wealth and power, and they wonder what fear drives him on. What has prevented his developing strength enough to trust and enjoy himself in situations of equality and

cooperation? They look at the "strong" mother whose grown sons and daughters still expect her to make their major decisions for them, and again they wonder. What fear, what weakness, what hostility, what deep-lying sense of guilt has kept this mother from being strong enough to want others to be strong?

They look at the club woman who is miserable if she is not running things; at the self-made man who has only contempt for "weaklings" who accept unemployment compensation; at the army officer who knows how to make the men under him feel like worms in the dust—and they wonder what fear has fostered this false show of strength.

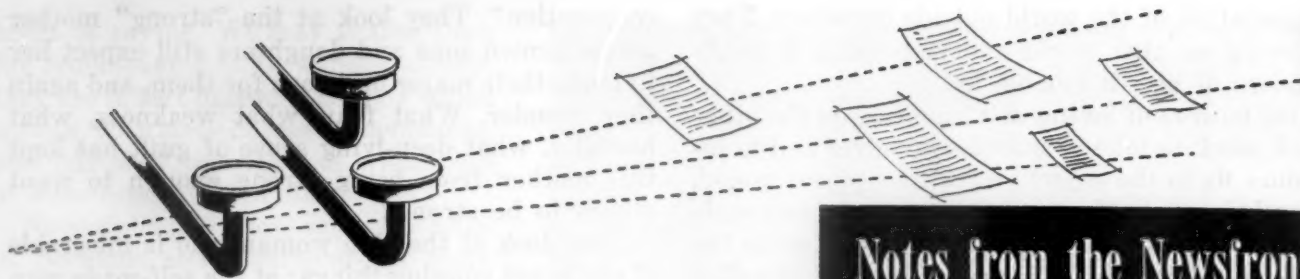
It is not hard to see why these scientists of human behavior also look askance at many of our customs and institutions. *Far too many of these customs and institutions identify strength with power over others. Far too many of them define success as the achieving of such power. Far too few of them ask the individual to lend himself to the objective realities of his world and to develop the self-confidence he needs through the cultivation of his powers of loving and learning.* Far too many of them, to put the matter bluntly, stem from unconscious fears and hostilities, encourage and reward such fears and hostilities, and give them institutional permanence. To put the matter another way, too many of them promote mental and emotional weakness instead of strength, ill health instead of well-being.

Through Strength to Peace

RIDGELY TORRENCE, in his poem "Eye-Witness," says, "It takes a gentle Christ to give a gentle look." He might have said, though less poetically, "It takes a strong Christ to be gentle enough to give a gentle look."

Gentleness, courtesy, consideration—these are the fine fruits of strength. They are traits that develop only as an individual gains enough genuine self-confidence, by dealing with the realities of his world, so that he needs neither to take flight into a dream world where he is always hero nor to dominate others in order to prove himself. With his trust placed in the processes of loving and learning, he can let other people and things be themselves. Letting them be themselves, he can relax with them and appreciate them for what they are. He can, therefore, enter upon the saving experience of loving others as he loves himself.

If and when these psychological truths—which happen also to be spiritual truths—take hold of our minds and through our minds take hold of our institutions, we can begin to build homes, schools, communities, and nations that are strong enough to be makers of peace and good will.



Notes from the Newsfront

Civic Workshop.—Aided by a grant from the Carnegie Corporation, eight public school systems in Connecticut, New Jersey, New York, and Pennsylvania are participating in a two-year experiment to strengthen the teaching of American history. According to William F. Russell, president of Teachers College, Columbia University, and director of the project, two goals will be stressed: acceptance of the idea that public service is a personal obligation, and practical competence in citizenship.

Excelsior.—Young men and women are both taller and heavier today than young people were three decades ago. So Dr. Laurence B. Chenoweth, director of health service at the University of Cincinnati, discovered on comparing the records of Cincinnati freshmen since the First World War. His findings show that the men average almost three inches taller and twenty-two pounds heavier. The women have gained a little more than one inch and four pounds.

Sick Feelings.—Some strong feelings can actually make you ill. A Philadelphia doctor writing in one of the A.M.A.'s professional journals lists eight common emotions that can lead to bad health: lack of love, approval, and recognition; anxiety, including fear and worry; hostility; inferiority feelings; ambivalence, or mixed feelings of love and hate; guilt; ambition, leading to excessive competition; and envy.

Movies for Credit.—Why not develop a course in motion picture appreciation for the high school curriculum? The National Association of Secondary School Principals believes such courses are badly needed. Even one unit on movie appreciation added to an existing course in English or modern living, they argue, would be a step in the right direction.

Little and Lame.—The 8,000,000 crippled children in this country are being especially remembered from March 9 through April 9, the duration of the 1950 Easter seal campaign. More than 90 per cent of the funds raised from the sale of seals are spent on services for crippled children in the immediate community. The remainder helps support the research, educational, and organizational work of the National Society for Crippled Children and Adults.

Just Looking.—Already television is bringing about major changes in our national habits. A recent survey of new owners of television sets revealed that they now spend 62 per cent less time listening to the radio, 33 per cent less time reading magazines (25 per cent less reading newspapers), and 58 per cent less time at the movies. Teen-agers spent an average of 23 hours a week in passive televiewing.

Backward Advance.—The days of squeaky shoes may be gone forever, but nowadays the wearer groans more

often. Skin specialists say that the very chemicals and synthetic materials that are used to remove the squeaks have exposed our feet to a greater number of skin diseases. The varied colors and fabrics used in women's footwear appear to be the worst offenders.

For Readers on the Run.—Any good librarian wants to get books off the shelves and into readers' hands, but the red tape of record keeping has discouraged many borrowers. Now the Lamont Library at Harvard University has figured out how to handle twice as many books in a quarter of the time previously required. The student gets a charge slip, fills in the circulation number of the book he wants, and finds the book himself. As he leaves by one of several exits, an attendant exchanges the student's slip for another bearing the book's circulation number and due date.

Children's Stories for Peace.—From all parts of the world UNESCO's Radio Unit has assembled a series of stories for children from six to ten. Each has the same theme—that the best way to settle a dispute is by sitting down and talking things over. The first dozen tales, including one from American Indian lore, are now being translated into English, French, and Spanish. After they have been adapted for broadcasting, they will be sent out to radio organizations for use on children's programs.

Heading Off the Ache.—Welcome news for sufferers from migraine headaches is the recent discovery of a simple technique for stopping or modifying one. Doctors have long known that early symptoms of migraine are caused in part by constricted blood vessels in the head. The new treatment dilates these blood vessels. The patient lies down and breathes a mixture of 10 per cent carbon dioxide and 90 per cent oxygen through a face mask. Relief, it is said, comes promptly.

Hold That Hairline!—Men are not the only ones baldness threatens. Sometimes women in pursuit of beauty bring baldness on themselves, warn three Los Angeles doctors. They say that women who wear tight braids or constantly use metal curlers have been known to develop bald spots above the ears.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 5-50, this means that your subscription will expire with the May *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the June issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

How Much Do

MANNERS MEAN?

THE elementary school child is in a plastic stage, and "just as the twig is bent the tree's inclined." Thoughtful parents and teachers know there is a great deal more to good manners than appears in books of etiquette. Good taste, kindly feeling, human warmth, and consideration for others lie beneath every act that is prompted by genuine good manners. Here is an article from which we can gain a new perception of manners and their meaning.

MY friend Estelle has truly beautiful manners—at home, outside, every moment of her waking life. Probably her dreams are mannerly, too! Most people admire her, but they all admit it takes a long time to feel really acquainted with her. So much of what she says and does seems just *the* perfectly courteous thing to do that some people suspect her, quite unjustly, of insincerity.

Actually Estelle is shy and a little distrustful of people, afraid they won't like her. So it has become second nature to her to use all the courteous little phrases that our culture has worked out. They say for her, "See, I *am* a nice, considerate person. Please like me!" She could probably get that across better sometimes by breaking the rules, if her shyness did not keep her from understanding people well enough to know how.

RHODA W. BACMEISTER

Mabel is the one who does that. She is as obviously friendly, and sometimes as clumsy, as a Newfoundland pup. Most people like her and feel acquainted right away, but some find her too rough and ready. They are not willing to excuse her social mistakes just because the minute she realizes them she exclaims heartily, "There! I guess I've put my foot in it again. Do forgive me. No offense meant." Mabel likes everybody and cheerfully assumes that they like her. Often she has the sympathetic insight to do kindnesses the etiquette books never heard of because each is based on an understanding of a particular individual. But she hurts people, too. Sometimes it is because her neglect of small courtesies seems to them an intentional slight. Sometimes it is because when she doesn't understand a particular situation fully (and who can all the time?) she is not equipped to fall back on general social rules.

Saving Graces

WE ALL know people like these. Thinking of them we can help our children understand two things about good manners. The first is that real friendliness and consideration for others are the



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This is the eighth article in the elementary school series of the "Freedom To Grow" study courses.

important things and that superficial manners are nothing more than a collection of reliable little devices people have worked out for getting along pleasantly and for saving difficult situations.

The second thing is that familiar knowledge and easy use of good manners is our most valuable insurance against hurting people or getting ourselves disliked. There will be times, of course, when we have the grace to do a better thing than the conventional. We have all heard of some hostess cheering a guest who fears he has blundered,



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by quite casually doing things his way herself. Or when we know people well, as in a family, we can often show our love better through special little attentions than through any stereotypes. They mean much more, for they are "personalized," as the advertisers love to say. But ordinarily, or when we are not sure of people's preferences, the code of courtesy is a rock and a refuge.

Children of school age can understand that neither good and friendly intentions nor a knowledge of the rules of etiquette is enough in itself. You must both want to be pleasant and know how. When we consider the school-agers who whoop, holler, and slambang through our houses, we sometimes wonder whether they care even one of those whoops about being socially acceptable. Yet in their own way they do. Let's think about some of their characteristics and see what we can dig up that might help in the job of civilizing them a bit.

They are awkward, noisy, crude, and frequently selfish—true. *But* they are also alert, interested, and endlessly eager to "have somebody to play with." Even chores become less obnoxious when shared. Oh, they are sociable all right!

They are impatient with fussiness, elegance, or the details of proper behavior, all of which seem to them at best nonessential and at worst an insincere sham. *But* they are eager to learn how to row a boat, swim, skate, do puzzles, and play games, both active ones and those that depend on strategic thinking. They love codes, procedures, and rituals. Anyone can see this if he celebrates holidays with them or gets a chance to watch one of their numerous clubs in action.

They may more or less resent adult standards like promptness at meals and hanging up their clothes, but they are strong believers in fair play and in loyal support of friends and family. Moreover, they are ardent hero worshipers.

Building on Sincerity

THEY ARE only half-civilized, in short, but they are on their way. We must accept the fact that for them noise and commotion is fun in itself. (Well, listen to *any* crowd celebrating, anywhere!) We must grant that they are more impulsive than graciously thoughtful. They can't help being that way; it is their stage of growth. If we show our appreciation for the times they do remember to be kind or polite, they will remember more often.

If we scold and nag, punish, and perhaps shame them in an effort to hurry their growth, we shall do more harm than

good. No youngster was ever made generous by having his toy forcibly commandeered for another youngster. No child enjoys guests if they mean all sorts of unusual restrictions and requirements. Billy had that in mind when he asked about the people coming to dinner. "Well, are they 'company' or just folks we can have fun with?" We mustn't deny or affront a child's real feelings or insist on superficial manners to the point where we destroy his sincerity or his budding social impulses.

Let us rather build on these: on children's love of companionship, their basic friendliness, their eagerness for know-how of all sorts, their interest in codes and rituals, and their worship of great deeds and great people. Surely we have plenty to work with there—so much, in fact, that if we don't keep one eye realistically fixed on the children's limitations we may try to go too fast.

The details of manners should be taught, whenever possible, as methods that help the child to make others happy and to be liked by them, not as arbitrary requirements of the adult world. And a good sense of humor will get some of the basically silly ones accepted with a smile as pieces of foolishness that we tolerate even though we see right

through them. Never lose sight of the fact that the whole purpose of good manners is to express friendliness and consideration for others. If we *hammer* them into our children through nagging and punishment—well, what kind of manners is that?

Taking Thought of Others

FRIENDLINESS and the habit of being thoughtful of others grow through example *and through practice* in the home. Example alone won't do it. We all know sweet, self-sacrificing women whose families habitually walk all over them as a matter of course. Children must be drawn into consideration, into planning ways to please other members of the family, from an early age. At first they will need help and guidance, for it is hard to imagine how the other fellow feels, what he would like; but soon they will begin doing it more or less successfully on their own. Once they learn the joys of pleasing others, the habit becomes much easier to cultivate.

There are many small courtesies that children enjoy practicing in the home with guests and in public places (when they think of them). The sense of knowing what to do gives them self-confidence, and they enjoy the smiles of appreciation and the thanks they get. Naturally the single, positive acts are easier for them to acquire than general habits of inhibiting their impulses. Joseph can think to bring the guest an ashtray long before he remembers not to slam the door as he comes in. A child can "see the sense in" offering his seat in the bus to an old lady long before he feels any need to listen to Grandma if she bores him. As for that nonsense like which fork to use, or how to deal with a finger bowl, it can be rather fun to have prac-

tice sessions of elegance from time to time—like charades, masquerades, or any other family play project.

Most children of elementary school age are too busy with their own affairs to be well-mannered all the time. We shouldn't expect it. We *can* expect them to become more aware of the rights and preferences of others and more unselfish than they were as preschoolers. Sometimes they break with the standards in favor of a deeper courtesy. "But, Mom, Sid *likes* me to call him 'Hey, dope!' We always do. We're pals." Not pretty manners, certainly, but very straight thinking!

Competence in Courtesy

WE CAN console ourselves to some extent, when our children fail to practice the manners we have tried to teach them, by realizing that they will soon be adolescents. Then will come a wave of eagerness to appear well in the eyes of others. They will dust off all the manners they know, and probably blame you if you have not taught them the rules.

Rules change, too, and we need sometimes to make sure that we are teaching current usage, not what was considered proper when (and where) we were children. However, these are only minor matters. It is more important that children grow up friendly and outgoing, liking people and wanting to work and play cooperatively with them. Then if we can also give them the tools for doing this—a few basic habits and some knowledge of more detailed customs—they will work the rest out for themselves. They may or may not become models of etiquette as they mature, but they will be socially competent and acceptable.

See questions, program suggestions, and reading references on page 34.



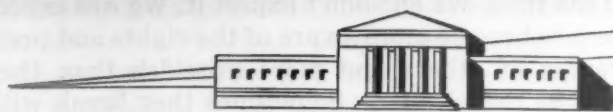
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Manners must adorn knowledge and smooth its way in the world.—LORD CHESTERFIELD

We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light.—RALPH WALDO EMERSON

Good manners is the art of making those people easy with whom we converse; whoever makes the fewest persons uneasy is the best bred man in company.—JONATHAN SWIFT

What's Happening in Education?



● What and where, if anything and anywhere, is being done for the relief of children afflicted with alexia?—R. S. B.

MUCH HAS been accomplished in recent years with acute cases of alexia—that is, inability to read. Diagnosis of causes has improved. As for corrective teaching, the Reading Clinic at Temple University has used what I believe the experts call a T-K system (tactile-kinetic). This enables the child to learn by actually feeling an object and the letters of the word that stands for the object. He will also trace a word on a blackboard with his finger in order that it may become real to his senses.

From Helen K. Mackintosh, chief of instructional problems, Division of Elementary Education, U.S. Office of Education, comes this additional good advice:

I assume that Mr. B. wishes information on specific places where children can be sent for treatment of alexia. I cannot give that definite information and can only suggest that its diagnosis and treatment require a type of technical skill that can be found only in the better reading clinics. However, the descriptive statements concerning such clinics do not list alexia specifically as a point of emphasis. I am thinking of such clinics as the reading clinic at Boston University, of which Donald D. Durrell is director; the clinic at Temple University, of which Emmett A. Betts is director; and possibly the reading clinic of the St. Louis Public Schools, of which Dr. William Kottmeyer is the director.

There is very little mention of alexia in literature. However, in the volume entitled *Why Pupils Fail in Reading* by Helen Mansfield Robinson (University of Chicago Press, 1946) there are a considerable number of scattered references to this problem, which indicate

some of the basic research that has been done in this area. Betts, in his reference source entitled *Index to Professional Literature on Reading and Related Topics* (American Book Company, 1945), lists a considerable number of references having to do with this particular problem.

● What are the possibilities for a person with a small budget to study in Europe this summer?—Mrs. E. A. P.

IF BY "small budget" you mean something around a thousand dollars, the prospects are quite good. The University of Vermont, for example, will again conduct its European problems study tour. This includes three weeks in England at the University of Birmingham and three more weeks of travel on the Continent. Other combination study-tour packages, with instruction at such universities as Innsbruck, Salzburg, and Caen, range between \$625 and \$850.

The chief item in any plan of summer study in Europe is the cost of getting across the Atlantic. Overseas tuition, board and room, and travel expenses are low or moderate because of the devaluated currencies. It seems likely that there will again be student-teacher ships with round-trip fares slightly under \$400. Youth Argosy, which ferried ten thousand back and forth last year, expects to expand its service. This organization does not take individual applications for ship or plane transportation; it serves only tour groups. One guide to these groups is *Work, Study, Travel Abroad—1950* (fifty cents), issued by the National Student Association, 304 North Park Street, Madison, Wisconsin. Government red tape—both international and U.S.—still prevents transatlantic airlines from instituting the low-cost air coach rates now so popular on this continent.

Nevertheless more than two hundred universities and colleges will this summer make special provisions for teachers and students from the United States. More than half of these are European institutions. The special provisions include short courses (even as short as two or three weeks) tailored to U.S. vacation schedules, language refresher courses, and tours and excursions.

Additional sources of information on summer

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

study are the Institute for International Education, 2 West Forty-fifth Street, New York 19 (this agency also receives applications for registration in certain British universities); *Scholastic Teacher* magazine, 7 East Twelfth Street, New York 3, whose March issue contains a comprehensive list of American and foreign summer schools and study tours; and the Pan American Union, Washington 6, D. C., which has a new list of summer educational opportunities in Latin America and the Caribbean.

● We have had some terrible automobile accidents in our city recently. In a number of them young people were driving. Should we start courses in driver training? Would that cut down on accidents? —Mrs. K. J. C.

YOUNG PEOPLE do indeed have black records as drivers. But in Delaware, one of the few places where figures have been compiled for more than ten years, students who had driver training cut their expected accident rate by 46 per cent. In other places with well-established driver training programs police authorities agree that improvement is marked. North Carolina engages students in large numbers to run its school buses. Their safety record is outstanding in the nation.

Certainly it is time for action. In every state the large number of automobile accidents attributable to young people shoots insurance rates sky high. In New York the insurance experts say that if drivers' licenses could be withheld from all young people under twenty-five, the state insurance bill would drop \$125,000,000. Of course imposing such an age limit is unthinkable. The other alternative is proper training. At present 4,600 high schools conduct regular driver training with dual control cars. More than 3,000 others are giving students classroom instruction, with study units and audio-visual aids.

The motor car industry backs this movement to the hilt by generously providing training cars through local dealers. The American Automobile Association has developed its own instructional programs.

For information on how to organize a program of driver training write the National Commission on Safety Education, National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C.

● A group of our teachers are studying what changes can be made in the curriculum of the rural high school so as to keep boys and girls from dropping out. They are also interested in what methods teachers can use in their daily teaching to meet the needs of all students. Any information you could give us on these subjects would be greatly appreciated. —Mrs. F. R. Z.

YOUR QUESTION is the central problem facing the National Commission for Life Adjustment Education. I have asked the secretary, J. Dan Hull of the U.S. Office of Education, to forward literature and advice. Pilot schools in many states now apply a variety of methods. Success in reading, for example, will often weight the scales in favor of a decision to remain in school. Why not try a remedial reading program?

I also put your question to the nation's outstanding authority on rural schools, Howard A. Dawson, director of the Department of Rural Service, N.E.A. He offers these suggestions:

I think teachers in rural high schools should do, among others, the following things:

1. In all subjects *see that what is taught is related to the experiences of the pupils and to community needs and resources.* This proposal is especially applicable to the social sciences, natural sciences, mathematics, English literature and composition, vocational agriculture, home economics, and health and hygiene.

2. Teachers should work together to integrate the units of study and materials of instruction used in their various subjects. Why can't the English teacher, the social science teacher, the teachers of science and vocational agriculture and home economics work jointly on selected projects or units of study that will be carried on simultaneously in the various subjects?

3. Teachers should organize guidance councils and clinics to study the problems of every pupil and to plan remedial measures for groups and for individuals. Every pupil should be assigned to a certain teacher for guidance, and time should be made available for personal counseling. [Administrators please note. W.D.B.] Expert guidance services should be provided through the county superintendent's office if possible.

4. The teachers, with the aid of interested parents, should make a survey of school drop-outs and school attendance, then draw up proposals for new courses and types of instruction in the light of what they find out.

5. The teachers should also reconsider the objectives of the high school; perhaps they have had the wrong ends in view. Here are some of the objectives they ought to be working for: A. *To develop the student as a citizen.* (Begin by studying the rural community and how to make it what it should and can be.) B. *To build health and physical strength.* C. *To help the student acquire an understanding of rural life in America.* D. *To help him explore his personal interests and abilities.* E. *To prepare him for an occupation.* F. *To build knowledge as a tool of personal, civic, and vocational competence.* (The tool subjects should be mastered, but the mastery should come through use of materials and experiences that are of current interest to the pupil, that fit into his needs and experiences, and that are not beyond his powers of comprehension.)

Two publications from this Department will be helpful to you: *Rural Schools for Tomorrow* (Chapters 1 and 6) and *Planning for American Youth* (pages 15 to 34).

Now to add my own two cents worth: Try to build a go-to-school attitude in your community much as you do a go-to-church attitude. Get help from your newspaper, from your minister and other leaders. Make continuing in school *the thing to do* for all youth. —WILLIAM D. BOUTWELL



At the Turn of the Dial

THOMAS D. RISHWORTH

National Chairman, Committee on Radio
and Television, and Director of Radio
House, University of Texas

TOO frequently we interpret the objectives and activities of the parent-teacher association in terms that are static. The parent-teacher movement is—and must be—a program in dynamics, an action program, constantly on the move. Radio is sound in action. Television is sound and sight in action. Therefore our efforts to demonstrate and to interpret the parent-teacher association on the air must be expressed in terms of movement.

Activity is a key word in any organized effort. A motor without the power to make it go is a useless thing; its only utility is potential. By the same token a motor without its proper controls is equally useless. The parent-teacher organization is a movement that is child-powered, a movement generating its force from the boys and girls who are the citizens of tomorrow. It is a movement that is controlled by the parent and teacher as co-pilots, guided by the steering mechanism of the home, the school, and the church.

By Image and by Word

RADIO and television are ideally adapted to the purposes and activities of the P.T.A. Radio presents the word as it is uttered. Television presents the image as it occurs. The parent-teacher broadcast or telecast must observe this fundamental rule of action if our efforts on the air are to have any meaning. If we discuss our objectives, if we report our achievements, then we must lend the element of action by illustrating our points. We report on the radio, for example, that our P.T.A. has gained forty new members in the past year. Who are these new members? What do they do? Why did they join? Let members of your association speak for themselves. They are the individuals whose combined activities make the group a success or failure.

An examination of the *Parent-Teacher Manual* or the pages of the *National Parent-Teacher* will suggest a thousand program sources for your broadcasts. Consult the calendar of parent-teacher activities in the *Manual*. Here you will find a list of special observances. In September the opening of school should stimulate many good ideas for broadcasts. Show a class of preschool children enjoying their first day in school. Bring them to the studio with their teacher, and let them simulate a typical first day. As a feature of your observance of United Nations Week present a group of students in a discussion of international affairs.

In the month of May we find the *Parent-Teacher Manual* listing Child Health Day, the beginning of the Summer Round-Up campaign, Music Week, and many other events. Your local medical society or nurses' association can cooperate in presenting a most interesting broadcast for Child Health Day. Use parents or children of the intermediate grades as contestants in a health quiz,

with a doctor or nurse as the judge. Music Week presents the possibility of a program by the Mothersingers or the high school choir or orchestra. Some of the foreign groups in your community might present a program of folk songs.

A Many-sided Movement

THE parent-teacher movement is a program in action. It is a program in evolution. It is a program in cooperation, a program in education, a program in evaluation. In each of these phases of parent-teacher work are the materials from which we draw our broadcast ideas. The Reading and Library Service Committee of the National Congress is not intended merely to present reading lists of desirable books for home and the family. A book on the shelf is of no value; a book in action is a living thing. In a series of broadcasts the accomplished storyteller can select books listed for the elementary grades, tell one of the stories to a group of children, and let them enact it on the air, improvising the dialogue as the play proceeds.

A program in cooperation? The P.T.A. can demonstrate the cooperative efforts that have resulted in the extension of juvenile courts throughout the nation. Let a judge, a police officer, a parole worker, and a psychologist develop a broadcast in which case histories are analyzed. Identities are not revealed, but the role of the delinquent might be enacted by a child.

A program in education? The classroom itself can be transferred to the studio in a practical demonstration of modern teaching methods. A program in evolution? Every school child in America is a citizen of tomorrow. A broadcast in which the city or town is turned over for a day to a child mayor, a child police chief, and child aldermen might provide a look into the future.

Dramatic Appraisal

A PROGRAM in evaluation? Planning a broadcast of this type involves our weighing the value of our activities. What of safety education? Make a survey of the danger spots on your city streets. Enact the story of several accidents involving hazards on the street and in the home. Then summarize the value of your efforts in this field with a report of accident reduction in your community.

Lucille Shearwood, an advertising agency executive in New York City with an interest in meaningful quotations, has given me this one from the writings of a Swiss author, Henri-Frédéric Amiel: "The art of life consists of uniting continuity with innovation, persistence with progress, identity with change." This is the art of good broadcasting, too. Let us be innovators in providing programs that represent the parent-teacher association, programs that will find their way into every home in America and make for better living in the family.



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**ESTHER
GOETZ
GILLILAND**

A child's muscular response to rhythm develops coordination and provides emotional relief.



GROWING UP TO *Music*

THE publicity being given to the advancement of music therapy in modern hospitals has made many people newly aware of the influence of music on body, mind, and spirit. Such awareness is especially necessary for all who deal with children because the way adults respond to music is determined largely by their experiences in early childhood—not only by the kind of music they heard but by the way they first encountered it. Thus we have a great responsibility to see that our children get the proper start.

Aptitude in music is dependent upon both heredity and environment. Musical talent may be inherited, but growing up in a musical environment is even more important than the heritage itself. It has been found that most children in nursery school who can carry a tune at the age of three have parents who sing to them.

All children, however, are musical to some extent. Then why aren't all grownups? If music is therapeutic, why are musicians ever ill? Why should anyone be maladjusted when we are con-

stantly surrounded by music of all kinds? The key answer to all these queries is *emphasis*. When music is poorly presented to children, it is the fault of their parents or teachers. There are some adults who dislike music because it is associated with an unpleasant experience—perhaps failure or punishment. With them the emphasis may have been placed on public performance rather than on the

IS YOUR child musical? No? What makes you so sure? If he won't practice, if he doesn't like to sing with a group of other children, if he is bored when he listens to classical music, it may be only a matter of the wrong approach. Today music, like the other arts, is thought of more and more in terms of personality and the social world.

importance of music in personality development.

This emphasis often makes parents and teachers too eager to show off their children, even though most children resent being exploited. The music teacher's success is measured only by public performance. Because she is expected to be a perfectionist, she stresses the shame of making a mistake rather than the joy of creating beauty. Competition, too, is overemphasized, and this is not healthful for either the winner or the loser. In music therapy the emphasis is placed on what music can do for the child rather than on feeding the parents' pride by a fine performance. One underlying objective of all education should be mental hygiene, and in music education we should strive for children with healthy minds and bodies rather than for music prodigies.

Some particularly progressive work along these lines has been carried on with exceptional children. P.T.A. members will be interested to know that special schools throughout the nation are using functional music to rehabilitate the blind, the paralyzed, the deaf, the delinquent and the socially maladjusted, the emotionally maladjusted, the mentally retarded, the crippled as well as the psychotic, those with speech problems, and victims of polio, rheumatic fever, and tuberculosis. To treat fully of these schools is beyond the scope of the present discussion, but it is an open secret that they are getting results.



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Obbligato to Social Living

THE SUCCESSFUL person must be able to get along with others. Children must learn to adjust themselves to group demands. In modern education this socializing process is recognized as highly important; for it has been demonstrated that the child who is individualistic to the point of voluntarily separating himself from the group usually develops into a neurotic adult.

Two other essentials in personality development have their place in the child's music education, as in all his other experiences: the need to be loved and the need to acquire a feeling of personal worth through achievement. A child who is rejected or made to feel inferior most of the time cannot grow up to be a healthy, happy adult. If he is constantly repulsed or criticized he will withdraw from society and reality to live in a dream world of his own making. If he is never successful at any task because goals are set too high or because he is ridiculed, he is bound to lose interest.

Yet some parents and teachers are never satisfied; they expect too much. Is it any wonder that many youngsters who begin music lessons hopefully soon grow to hate music and in some cases actually to hate the teacher or the parent as well?

A child's response to music is innate. Musical sounds and rhythm are fundamental in their appeal. Fundamental also is the child's fright at loud, harsh, unmusical noises. Quarreling parents should realize that even a young baby can recognize the discordant emotion in a human voice. But a crooning lullaby gives assurance of love and security. The singsong patter of childish voices in play is evidence of innate musical ability. It is this creative talent for melody that should be nourished.

A child's instinctive response to rhythm is another asset often overlooked. Bodily movement is a natural expression of rhythm, and all children should be encouraged to move to music, if only for the sake of coordination and grace. Dancing, marching, skipping, and jumping to music are the first steps in musical experience, and such creative impulses and freedom of interpretation should be encouraged. The joy of creation is enhanced by the orderliness and discipline of rhythm.

Again, young people need to "blow off steam," and through music their energy can be released in a socially acceptable manner. Adolescents particularly like the combination of rhythm and noise; hence the appeal of popular music. A steady diet of such music is no better, however, than an exclusive diet of hot dogs and cokes. The child who is

The deaf child learns to recognize differences in pitch through the sense of touch.

surrounded by all types of music will learn to love the classics and respond to their beauty as readily as he will to the more primitive "foot music." A sticky stream of juke-box sentiment is all many children ever get. No wonder some adults never progress beyond this stage of music appreciation!

Overture to Achievement

HERE ARE a few suggestions for making the best possible use of music to develop wholesome personalities.

Music should be fun. It should always be associated with enjoyment. Learning must be such a gradual process that each step forward can be celebrated as a wonderful achievement. An attitude of patience and good humor on the part of the teacher can go far toward making music fun.

The child must really want music. He must want to explore the origin of pleasing sounds. His interest should be aroused, not forced. It is better to wait for this to come about naturally. Forcing him to formal practice before he is really interested may kill his pleasure in music forever.

The child needs to express himself emotionally. Technique should never stand in the way of self-expression. Music can provide emotional release when spontaneously expressed. Every child needs tunes and more tunes to sing and play, by ear at first, with no compulsion.

Note reading should not be demanded in the beginning. We learn to speak before we learn to read. Suppose we had to learn to read words before we were allowed to say them! Yet many music teachers begin the first lesson with drill in reading notes.

Music activity must be suited to the child's level of intelligence and motor coordination. Some schools have string quartets in the first grade. Other children do better with wind instruments; some find the percussion section more appealing. It takes all kinds to make an orchestra.

Group work must come first. Little children do better in music classes than alone. After a year or two of class-work, those who show a genuinely sustained interest can take private lessons, but the group work should never be dropped entirely. Community, city, state, nation, and world may well make use of music to develop understanding. UNESCO is emphasizing music for this very reason.

Ensemble playing in the home should be encouraged. Make music with your child. Don't expect him to make it alone. The more things you do with him, the closer you will be to his inner life. Many parents ask, "Shall I sit with my child while he practices?" Yes, or at least pay attention to him while you work elsewhere. Encourage him by calling to him from time to time.

A varied diet of music is best. There is music for the feet (dance), music for the heart (emotional), and music for the mind (intellectual). In a well-adjusted person the head rules both the heart and the feet, but does not overrule them.

These principles are important if music is to play its role in the child's emotional growth. But parents often ask for more specific suggestions about children and music—especially music lessons. The following may prove helpful:



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The satisfaction of creating harmony is accomplished quickly on the auto-harp.

Choose a music teacher who understands children and has the correct perspective on music in relation to the child.

Show an active interest in your child's music. Encourage him and listen to him, but do not exploit him.

Decide on a regular practice time, after play or after dinner rather than immediately after school. Early in the morning is advisable too. Where there are several children, be sure that each has an equal chance at the piano.

Never pit one child against another in order to try to get him to practice.

Remember that future musical development depends upon pleasant associations. Severe criticism and punishment are out!

Don't emphasize perfection of detail to the exclusion of other worthy objectives.

Don't take out your own frustrated musical ambitions on your child. Maybe his interests lie quite outside the field of music.

Remember that popular music is not detrimental unless indulged in to the exclusion of other kinds of music.

Don't insist that music and study won't mix. Librarians have discovered that studying to background music is beneficial if the music is not too distracting. Singing attracts attention more strongly than does instrumental music.



© Ewing Galloway

IN the course of the last forty years, educators, religious leaders, social workers, public officials, and especially parents have come to agree generally that sex education of some kind is necessary and that it should have a definite intention. They agree that it is unwise to let children wait until puberty before recognizing their need for sex education. And they also generally agree that sex education of necessity begins in the home, where parents always do a considerable part of the educating—for better or worse—whether they mean to or not.

There is still, however, continuing debate on some of the old questions that the problem has always aroused. Do children need information about the physiology of sex? What should they be told? When is a good time to begin? Who should tell them? How far should parents or teachers go in talking to adolescents about sex?

Most parents and teachers have changed their attitudes toward these questions. Once everybody recognizes that young people already have certain ideas and attitudes regarding sex, for example, some of the questions are meaningless. Certainly we need no longer ask ourselves whether teen-age boys and girls should be given sex education when we know that they have been getting it from infancy and that they are still getting it day by day. Then we have to ask ourselves, "What can we do to ensure them the best kind of guidance, informa-

Evaluating Sex Education

SIDONIE M. GRUENBERG

tion, enlightenment? And how best can we do it?"

The situation does become somewhat simpler, though not necessarily easier, when we recognize that there is no place in the school curriculum for a separate course or "subject" on sex. Both teachers and parents have come to see that for educating our young people we need something beyond instruction or "telling" or drill. We are coming to think of sex education as primarily a guiding of attitudes and feelings and an integration of experiences and influences for the development of character and personality.

New Meaning in Old Questions

THOUGH SEX education may not be a subject of instruction, boys and girls nevertheless constantly need information on questions that come to their minds, as well as clarification of puzzling and confusing observations. More and more par-

ADOLESCENCE is of course long past the time for beginning sex education, but it is the best time of all for appraising the results and complementing them with what further aid is needed. For even when adolescents have achieved sound and balanced attitudes toward sex, they still need help in clearing up uncertainties, in developing tastes and sentiments, in discovering the chief values in themselves and in others. The study course on adolescent problems concludes with an article on helping the adolescent fuse his emotions and intelligence into an integrated personality.

ents have learned to meet these needs frankly and sympathetically. They are coming to look upon their children's sex interests as normal, rather than as troublesome manifestations of a phase that must be lived through before it may be outgrown. They are learning, rather, to expect that their children will have such interests and will develop them continuously.

More important, parents and teachers have been learning that answering children's questions about reproduction, long the most embarrassing part of sex education, turns out to be the least significant for children, although the questions do have to be answered. Indeed explaining the "facts of life" had come to be an easy substitute for a serious examination of more important questions concerning sentiment and romance and personal relationships. Parents who, when asked about where babies come from, went ahead boldly to answer the inquiry with candor and patience presently discovered that this aspect of sex education could not be settled once and for all by merely supplying the answer to a question. For as he talks the adult reveals also his personal attitudes and feelings, which in turn influence the child.

If the parent or teacher is free from uncertainty or hesitation, a child will ask the same questions again and again. As he grows older, these questions take on new meanings and call for different answers. The adult has therefore to interpret from time to time the "facts" the child has already learned, in relation to that child's increasingly complex emotional and social experiences and in relation to his new kinds of curiosity.

Such progressive help and guidance depend, of course, on the parent's ability to discover the youngster's changing problems and needs—on the parent's readiness to listen sympathetically and sincerely, letting the boy or girl do most of the talking.

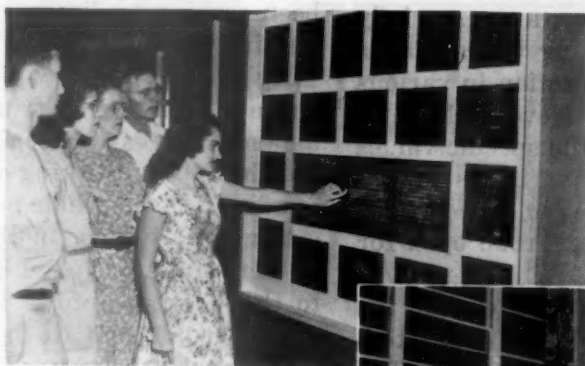
The Reticent Teens

MANY A parent who has used the best available knowledge in guiding his children through the school years later feels defeated when these sons or daughters reach the teens because they seem to withhold their confidences. We have to recognize, however, that in this period the young

This is the eighth article in the adolescent series of the "Freedom To Grow" study courses.

person's own friends, even adults outside the family, play an increasingly important role. With them he can often discuss his problems more freely than with his own parents. The adolescent is striving to liberate himself, in the sense of trying out his ability to make his own decisions, use his own judgment, and become less dependent on his parents. At the same time he is seeking to broaden his knowledge and understanding beyond the already familiar horizons of home and family. Then there is the almost sudden interest in the opposite sex, with its emotional and personal involvements. Thus girls and boys are disposed either to keep their fancies and speculations to themselves or to seek counsel from their companions or sympathetic older friends.

This seeming reversal of attitude toward us, the parents, this reticence or search for privacy, we have to recognize as normal while we



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In the top picture young people are learning the answers to questions about reproduction from a unique illuminated chart, part of a permanent exhibit at the Chicago Museum of Science and Industry.

continue to be receptive to whatever problems or needs the adolescent feels like bringing to us. Certainly it is unwise to assume that the happy relationship we have established with our children in their younger years will continue in the same form through adolescence. We must respect their reserve with the expectation that if we are really good friends they will come back as they mature—but in a changed relationship.

Even though we have guided our children wisely

and effectively we must expect other influences to begin working upon them long before the high school years. Our efforts are going to be counteracted in some ways, but also supported or reenforced in other ways. We may count on books, for example, to supplement what we have told them. Yet we must bear in mind that however valuable sound information and intelligent thinking are, the basic issues remain those of sentiment and emotion. Parents can read books *with* their younger children profitably. Older children and adolescents will of course want to read all kinds of books by themselves, but they may keep on coming to their parents with problems suggested by their reading.

Many Routes to Knowledge

TECHNICAL advances in the movies and the graphic arts are reflected in the greatly improved use of visual aids in education. Because films are both popular and dynamic, they are especially favored by the schools in meeting the demands made upon them to furnish instruction in various fields, including sex education. Nevertheless we must recognize that aside from the specific values of any particular device, films and books *cannot serve as substitutes for a continuing human relationship*. We must always keep the road open for living communication.

The wholesome influence that we expect the schools to exert upon our children's characters has a direct bearing on attitudes toward sex. The men and women who make up our schools, however, differ from each other just as much as parents do. Some of them will exert a positive and beneficial influence upon children's character development and upon their attitudes toward sex. They may make this influence felt in many ways—by their handling of the subjects they teach, their managing of a hundred incidents that come up casually in the classroom or outside it, by their very poise and bearing.

There is no need to continue the old controversy

as to where sex education belongs. Certainly what boys and girls learn during adolescence cannot be restricted to any particular persons, agencies, or institutions. Education about life—or sex—is never finished, and we have to recognize that whatever happens in the community may have some effect on the adolescent's further development. Through newspapers, the movies, and the radio—as well as through books and lectures and sermons—young people receive impressions that raise doubts or else resolve them, that disturb convictions or else reenforce them, that confuse purposes or the goals of striving or else clarify and strengthen them to resolute achievement.

Significant Influences

THE ADOLESCENT period especially provides encouraging opportunities for cooperation between parents and teachers. The schools too have been seeking to discover their distinctive roles in guiding young people as well as instructing them. They too have had to break through the vicious circle of tradition obstructing the full use of newer understandings of human life and personality. And they have been working out more effective methods of educating the whole person through group projects and activities. In the same way churches of all denominations are also giving serious thought to their responsibilities for the sex education of young people and to the distinctive service they can contribute.

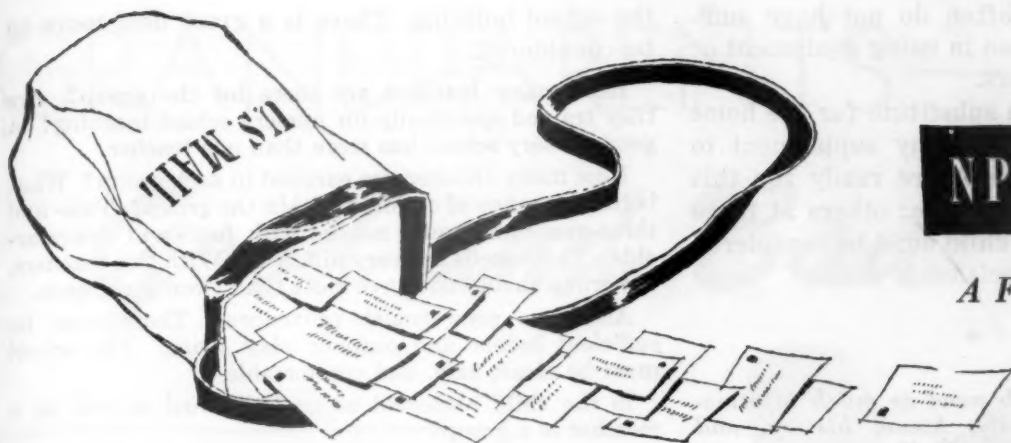
Parents who are aware of the influence exerted by the schools, the churches, and the other agencies and institutions of our common life are in a better position to settle for themselves and for their children what they really consider the important values to cultivate. They are also in a better position to demand from the schools and these other institutions what they consider to be important for all children.

See questions, program suggestions, and reading references on page 35.

HAVE you contributed to the national headquarters fund? Or have you made a pledge? If you can answer *yes* to either question, then you are one of the growing number of those who are helping to build the permanent home of the National Congress of Parents and Teachers. Even if you have not yet made a contribution or a promise, you probably want to do so. Why put it off any longer? Be among the first to register your faith in the greatest volunteer organization for children in the world.

Many quarters already have found their way into the fund, but it will take thousands more to raise the \$750,000 that are needed. A surprisingly large number have come from friends who, though not immediately active in the P.T.A., staunchly approve of all this organization stands for. Among our own membership some of the most significant donations are those offered in the name of outstanding parent-teacher leaders whose devoted work for children thus becomes immortalized.

Won't you give today through your P.T.A.? If you are not a member, you may send your quarters and dollars to Mrs. James Fitts Hill, Chairman, Headquarters Committee, National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.



NPT Quiz Program

*A Family Counseling
Service*



© Eva Luoma



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GUEST CONDUCTOR: FRANCES R. HORWICH

Chairman, Department of Education, Roosevelt College

☆ *Should I send my three-year-old child to nursery school?*

EACH PARENT must answer this question in terms of his child's needs. Many three-year-old children are ready for nursery school; many are not. Readiness for group experience is dependent on the child's growth and development, his family relationships, the community in which he lives, and the nursery school or schools available to him.

At the age of three most children are active physically and socially. They need plenty of outdoor play and a variety of well-selected equipment that, when used properly, strengthens their large muscles, develops a sense of balance, and gives them a happy and secure feeling in the use of their bodies. Much of the play activity of these youngsters is stimulated by other children of similar age and size. Learning to share equipment and to cooperate comes easily and quickly in such a group.

A good nursery school provides opportunities for children to build strong bodies, establish successful relationships with other children, and express their individual ideas through the use of language and creative materials. The teachers are trained to recognize the needs of children and create situations to meet these needs. By setting up routines for consistent behavior, they enable each child to build good human relations with other children and adults.

A nursery school that makes these provisions does a job for the child which his family is not always able to do as well at home. This is true for several reasons. First, even though there may be more than one child at home or in the neighborhood, the difference in their ages may be too great. Then, too, parents may be able to provide some play materials, but the quantity and variety of needed equipment make them too costly for the average family to buy and care for properly. And because of other

responsibilities parents often do not have sufficient time to guide children in using equipment or playing happily with others.

Nursery school is not a substitute for the home but rather a strong and healthy supplement to family living. Some children are ready for this experience before they are three; others at three or shortly after. But each child must be considered individually before the decision is made.

★ ★ ★

☆ *Why do nursery schools need so much information about a child's family, home, history, and behavior before he can be enrolled?*

WELL-TRAINED nursery school teachers want the child's school experience to be as pleasant and helpful as possible. In order to make sure that it will be, they have to know something about his needs, desires, fears, family relations, and physical development. To the parent who is registering a child for nursery school for the first time, it must seem strange to be asked so many questions. She may wonder what use the teacher will make of the information. Here are a few examples:

If the child has a language difficulty, such as stammering, poor enunciation, or a limited vocabulary, the teacher can create opportunities and experiences in which he will have sufficient success to feel encouraged. She can provide guidance for him directly through the school program and indirectly by helping the parents recognize his need and giving him some techniques for meeting it.

If the child is likely to be afraid of the other children and prefers merely to stand by and watch their activities, the teacher can ease the child's mind more quickly by gradually helping him to accept first one child and then another until he is happy in a small group. After this has been accomplished, he can be encouraged to become a member of the large group. Without preliminary knowledge, it might take the teacher many weeks of observation to detect the reason for the child's shying away from the group. Knowing just this one fact enables her to start at once on a plan to give the child a feeling of security.

★ ★ ★

☆ *How do I go about selecting the best nursery school for my child?*

SINCE NURSERY school is the child's first school experience, it will color his attitudes toward all later school experiences. Therefore the nursery school he is to attend should be selected with care. The best school is not determined by the amount of tuition charged, the playground equipment, or

the school building. There is a great deal more to be considered.

How many teachers are there for the group? Are they trained specifically for nursery school teaching? A good nursery school has more than one teacher.

How many children are enrolled in each group? What is the age range of children within the group? Two- and three-year-olds should not be with four- and five-year-olds. Their needs are very different. With two teachers, the group should not have more than twenty children.

Are there good health provisions? There must be sufficient indoor and outdoor play space. The school must be clean, safe, and comfortable.

Is the child respected as an individual as well as a member of a group?

Is there a good relation between the teachers and parents?

These questions suggest a few of the characteristics of a good nursery school. A more complete treatment of this topic is given in a leaflet entitled *Some Ways of Distinguishing a Good Nursery School*, published by the National Association for Nursery Education, Roosevelt College, Chicago 5, Illinois; and in an article published in this magazine in March 1949—"If I Were Sending a Child to Nursery School" by Katherine H. Read.

★ ★ ★

☆ *Does nursery school take the place of kindergarten?*

MANY PARENTS ask this question because they think of both groups as play groups and feel that there may be duplication.

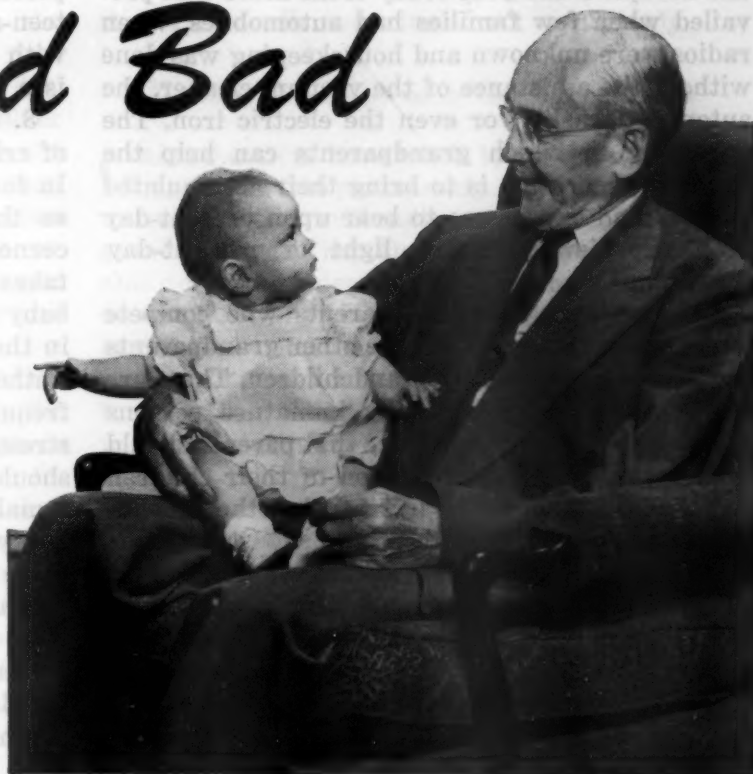
It is true that both nursery school and kindergarten have much play in their programs and that they use a great many of the same materials. But the children in the two groups are different in age, size, and needs. The nursery school program is designed to care for children two, three, and four years old. Kindergarten is planned for the five-year-old. Both are valuable in the child's development. The child can't skip being five; he must not skip kindergarten.

In a good nursery school, as well as in kindergarten, a child uses materials according to his interests and his ability in handling them and also according to his experience in the world in which he lives. A child of three uses paint as a means of expression; so also do children of five, seven, nine, thirteen, fifteen, and seventeen. The fact that a child has used paint at three does not mean that he is to be deprived of it in later years, when he can handle it in a more mature way. Experimenting with materials and equipment, as done by children three and four years old, does not bore the five-year-old. Nursery school is not a substitute for kindergarten. Nursery school should come first, then kindergarten.

GRANDPARENTS—

Good and Bad

GONE is Grandma's cap, and with it her look of mature dignity. Grandpa no longer wears a patriarchal beard or claims special veneration. But they still carry in their heads the fruit of experience and in their hearts a yearning to share. It will pay their children to consider how the energies of the older generation may be used instead of discounted. Such thought will pay high dividends.



© H. Armstrong Roberts

S. R. LAYCOCK

From Generation to Generation

NEXT to parents and possibly schoolteachers, the persons who exercise the most potent influence on a child's development are, it seems safe to say, the grandparents. In some cases, to be sure, some or all of these may have been removed by death before the child is born—or may live at such a distance that they touch the lives of their grandchildren only lightly. The fact remains, however, that in hosts of homes throughout the length and breadth of our land the influence of children's grandfathers and grandmothers is a factor to be reckoned with. What, then, determines the quality of the grandparents' contribution to the development of children? What constitutes goodness and badness in grandparents, and how do they get that way?

Generally speaking, individuals who are good persons, who themselves were good parents and established a secure friendly atmosphere for their children to grow up in, turn out to be good grandparents. But in the beginning they are bound to be handicapped by an evil tradition that reduces them to stereotypes instead of judging them on their merits.

THERE'S NO doubt about it, grandparents *can* be wonderful. When they are not so regarded, what is wrong? What are the characteristics that give them a bad reputation?

First, there are grandparents who interfere with parents in the disciplining of children. This they may do in one of two ways. They may be overly indulgent, may coddle the child, spoil him, and ward off the punishments that are his due. On the other hand, they may be very exacting in discipline and may urge the parents to use forms of punishment that are harsh and unsuitable.

Second, there are grandparents who interfere in the affairs of their sons and daughters, entirely aside from the management of children. They forget that their sons and daughters are now grown up and have lives of their own to live. Their display of authority creates irritations and tensions and is almost bound to produce an emotional atmosphere in the home that is detrimental to the children who are growing up there.

Third, there are grandparents who are out of

patience with modern ideas. Nothing infuriates young people more than the old-fogey attitude, "They didn't do it that way when I was growing up." Times *have* changed. The conditions of family life are quite different today from those that prevailed when few families had automobiles, when radios were unknown and housekeeping was done without the assistance of the vacuum cleaner, the automatic washer, or even the electric iron. The only way in which grandparents can help the younger generation is to bring their accumulated wisdom and experience to bear upon present-day problems viewed in the light of present-day conditions.

Fourth, there are grandparents who compete with the parents and with the other grandparents for the affection of their grandchildren. These are the insecure and emotionally immature persons who somehow fail to recognize that parents should have first place in the affection of their children and that room should be left for the other grandparents too.

Finally, there are grandparents who take an inordinate pride in their grandchildren, as though their own part in the production of these treasures had been overwhelmingly large. It would help if they realized that, according to the laws of heredity, a child can inherit only one sixteenth of his traits from any one grandparent.

Opportunities That Are Golden

OVER AND against these unfortunate tendencies in "grandparental" conduct let us list the contributions that can be made by the older folks who enjoy this special relationship.

1. Good grandparents can make a real contribution to a child's emotional security. A warm personal relationship with his grandparents can be one of the most satisfying and stabilizing factors in a child's life. Indeed one of the great advantages of earlier times was the fact that the child lived in the midst of a clan composed not only of parents but of grandparents, uncles, aunts, and cousins, who were all interested in his welfare and to all of whom he could look for affection and satisfaction of his need for belonging. The great majority of adults look back on their relationships with their grandparents with great satisfaction. Children who arrived on the scene too late to know more than one of their grandparents usually feel cheated as they grow older. And well they may.

2. Good grandparents try to deserve the affection of their grandchildren by being genuinely interested in their activities and by being tolerant of modern ways. No one of any age can have friendships without deserving them. A good grandparent shows his keen interest in what his grand-

children are doing not only by listening to the recital of their experiences but also by encouraging these activities and sometimes participating in them. He must be a good listener, answering the persistent questions of eager children and helping teen-agers to solve their problems by chatting with them on a man-to-man basis. This service is a real help.

3. Good grandparents stand by in those times of crisis and difficulty that come to every family. In fact, that is one of their main functions as far as their married sons and daughters are concerned. It is Grandma who naturally and joyfully takes care of the other children when the new baby comes. And when serious illness or death in the mother's family calls her away, it is often Father's mother who takes over. Grandfathers frequently stand by in times of special financial stress, when the load becomes too heavy for the shoulders of the young father. No couple should remain dependent on their parents, but there will always be emergencies—and it would be fine if there were always emergency services available.

Standing by includes the modern practice of baby sitting. Grandparents are ideal for this if the mother does not burden them with too many restrictions and directions. After all, the grandparents did manage to rear their young to adulthood and conceivably might manage for a few hours on their own. Of course, grandparents should not be imposed on.



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4. Good grandparents make a real contribution to children by setting an example of a simpler way of life than parents usually can. They have moved away from the great complexities of life and have learned to be content with their established economic and social status, no longer harried by the problems of making a living or of keeping up with the Joneses. They have come to terms with life. They have learned that every cloud has a silver lining, that life's greatest blessings may flow out of adversity, that many of life's problems somehow iron themselves out *if* you give them time enough. Younger people seldom realize the resources available in the accumulated wisdom and experience of older folk who have lived long and have learned much about the art of living.

Then, too, because of this simpler way of living, grandparents can often share more completely the activities of the child, as well as live out their philosophy of life. Daddy is too busy to fix Johnny's wagon, but Grandpa has time to tinker with it for an hour. Grandpa has time for a tramp in the woods or a visit to the park. Grandpa can take Johnny to see a sidewalk being laid or a cellar being dug on the next street. Grandma can be relied upon to tell interesting stories of what life was like in the horse-and-buggy days. Indeed one of the functions of grandparents is to link the present with the past and thus help children to realize the continuity of human life.

5. Good grandparents can promote, in an intelligent way, a high quality of family living for their grandchildren. If they put the welfare of their grandchildren first they will not try to satisfy their own unsatisfied needs by either coddling or dominating the children. Nor will they create tensions and irritations by meddling in the discipline of their grandchildren or by trying to run the lives of their grandchildren's parents. There are many ways of helping family life to run in a smooth and happy fashion—most of them indirect. Certainly, interfering in the life of a home other than one's own is not an intelligent method of giving help.

6. Good grandparents are considerate of the claims of the child's other grandparents and deliberately keep alive his interest in those whom he does not see very often. When the distant grandparents come to visit, the ones close at hand are wise to fade temporarily out of the picture.

There is, however, another side to the story. It must be remembered that grandparents are persons. No matter how old they become they are

still human beings, with all a human being's needs. They still need affection, belonging, independence, achievement, recognition, and self-esteem. Grown-up sons and daughters will do well to remember this fact, and grandchildren too should gradually learn it and act accordingly.

Making the Most of a Good Situation

GRANDPARENTS have much to contribute if they are taken into partnership. They must be made to feel that they still matter to their children and grandchildren. They should be allowed a reasonable degree of independence, even to the extent of doing foolish things that are not too good for their health. They must not be prisoners of either kindness or selfishness. Definite efforts should be made to help them find—through human relationships with their grandchildren, neighbors, and fellow citizens—the fulfillment of their needs for affection and belonging. Then, too, by being encouraged to do work within their scope and to enter into recreational activities they must be helped to find recognition, a sense of worth, and the joy of achievement.

Married sons and daughters will do well to share with grandparents the newer knowledge made available by child study and to interpret to them the needs and problems of their grandchildren. In the reverse process parents will need to interpret Grandma and Grandpa to the children, especially to the adolescents. After all, there has to be give-and-take on both sides, and adolescents will be the better for learning to be considerate and tolerant in their relations with their grandparents.

Last of all, it must be understood that grandparents are no worse and probably no better than parents. There are good ones and bad ones. And just as parents need help in learning how to be good parents, so grandparents too may need help if they are to enrich their grandchildren's lives with a full measure of love and wisdom.

Certainly there ought to be study groups for expectant and practicing grandparents. Parent-teacher associations would do well to organize study groups for them, so that these senior citizens may study together how best to make a contribution not only to their grandchildren but to all the children of the smaller and larger community in which they live. The world's children could benefit greatly by an intelligent interest—and consequent action—on the part of the world's grandparents.

That man never grows old who keeps a child in his heart.—PROVERB

Looking . . .

INTO LEGISLATION



ETHEL G. BROWN

National Chairman, Committee on Legislation

ON December 11, 1946, the General Assembly of the United Nations by unanimous vote declared genocide to be a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world. Thus the nations represented moved swiftly to prevent a repetition of the horrible mass murders of noncombatants committed during World War II and to outlaw genocide committed in time of peace. In Paris two years later, on December 9, 1948, the General Assembly adopted the Genocide Convention, designed to prevent the destruction, in whole or in part, of a "national, ethnical, racial or religious group, as such."

Genocide is defined as meaning any of the following acts: (a) killing members of the group; (b) causing serious bodily or mental harm to members of the group; (c) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) imposing measures intended to prevent births within the group; (e) forcibly transferring children of the group to another group. Punishable acts are: (a) genocide; (b) conspiracy to commit genocide; (c) direct and public incitement to commit genocide; (d) attempt to commit genocide; (e) complicity in genocide.

When twenty governments have ratified the Convention, it will become effective and will remain in effect for ten years. After that it will be in force for successive periods of five years each, during which the contracting parties may cancel their agreement by written notification addressed to the Secretary General of the United Nations. The matter of this country's ratification of the Convention is now before the United States Senate.

Raised Ceilings

LAST SPRING the Secretary of State asked the House of Representatives to remove the limitations on the authorization of appropriations for United States participation in five international organizations, including the Food and Agriculture Organization, the International Labor Organization, and the World Health Organization. The request was referred to the Foreign Affairs Committee, which determined after study that the limitations should be kept, but the ceilings lifted.

While expressing its awareness that international organizations cannot properly develop in a financial strait jacket, the committee felt that the rapid development of such agencies should be kept to a standard by the participating governments. The committee held further that the fixing of ceilings does not constitute a reservation upon United States membership. Rather it is a recognition of the fact that the authority over appropriations vested in Congress by the people "has not been yielded or transcended under any act of participation in an international organization."

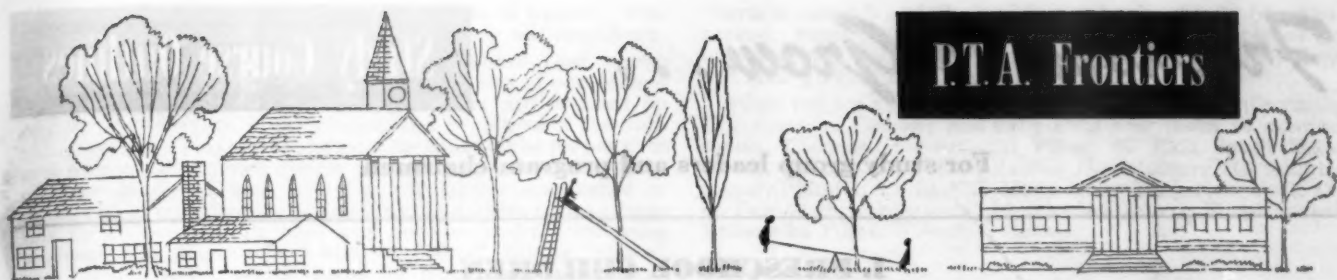
The Foreign Affairs Committee pointed out that the amount appropriated in 1949 for all the permanent organizations in the United Nations sphere represented about six ten-thousandths of the total expenditures of this government in the fiscal year 1949, standing in the ratio of 1 to 588 in relation to military expenditures and of 1 to 250 in relation to expenditures for foreign assistance. The size of these appropriations did not exempt them from careful scrutiny, however, for the committee insisted that each expenditure must be justified by performance. The members believe that if held to rigid standards of utility, "international organizations can make an increasingly convincing demonstration to all men of the hope that lies ahead in the path of international cooperation."

The deliberations of this committee convinced the members that the expanding activities of the organizations warranted increases in budgets and resulted in their promulgation of House Joint Resolution 334. This resolution, if passed, will authorize increases in the ceiling on appropriations for FAO from \$1,250,000 to \$2,000,000; for WHO, from \$1,920,000 to \$3,000,000; for ILO, from \$1,091,000 to \$1,750,000; for the South Pacific Commission, from \$20,000 to \$75,000; and for the American International Institute for the Protection of Childhood, from \$2,000 to \$10,000. The actual appropriations are the subject of other legislation.

World Health Organization Program

THE TOTAL budget adopted by WHO for next year is \$7,000,000, but the withdrawal of Russia and two of her components will reduce the operating level to a sum between \$6,000,000 and \$6,500,000. Obviously this amount will not permit WHO to be an operating agency. Its program will be one of training and information, of encouraging international interchange in medical and health fields through publications and conferences, and of giving advice to nations that are underprivileged from the standpoint of medical techniques and resources. An effort will be made to assist governments in setting up better health education programs, and fellowships will be provided for sending personnel from less privileged countries to good educational centers. In all its programs WHO will work through the facilities of established medical institutions and with world medical associations and other world groups.

The organization's Expert Committee on Mental Health will stress, among other things, preventive mental health work, technical training of medical personnel, and the development of the "psychiatric team" technique. Mental health undertakings will cover such fields as alcoholism and drug addiction, maternal and child health, venereal diseases, and work with the United Nations on the prevention of crime and delinquency and the treatment of adult and juvenile offenders.



Films Fit for Children

In the Middle West

PICTURE TO yourself a line of children extending from the box office of a theater well down the block outside, a line in almost perfect order—one in which even adults can stand without taking their lives in their hands. This is what meets the eye at the Oriental Theater in Milwaukee, Wisconsin, every Saturday afternoon. It is simply the customary procedure at the movie programs planned for children by the P.T.A.'s of the surrounding schools, in cooperation with the theater management.

These programs began nearly four years ago and, owing to an alert and active P.T.A. committee, have been continued without a break. At the suggestion of parent-teacher groups, the theater manager chooses the weekly film fare from lists of desirable features compiled every month by the Selection Committee of Wisconsin, whose five members study various impartial preview reports and see many of the films personally.

Each program starts at one o'clock with several cartoons. Then a feature picture is shown, followed by more cartoons. What gives the matinee its pleasant, "party" atmosphere is the presence of a group of P.T.A. members who volunteer

to act as hostesses. Before the lights go out they stand in the lobby, make the youngsters feel at home while the ticket line progresses, and settle the disputes that arise when bigger boys forget their manners and elbow their way ahead of the smaller boys.

During the performance these hostesses may sit with their own children or walk up and down the aisle from time to time. Cub Scouts and Girl Scouts are stationed strategically throughout the auditorium to listen for anyone who seems to need attention. Little feet have a way of getting stuck in the back of the theater seats, and mittens and scarfs can get so easily mislaid!

These hostesses make it possible for parents to let their children see the movies alone. In fact, not long ago one mother found she would not be able to call for her child after the performance, so she telephoned the theater and asked one of the hostesses to send the youngster home in a cab. When a birthday party group attends the matinee without an adult, the hostesses will keep an eye on them to see that no one strays away.

A wonderful part of the whole idea is that parents also enjoy coming with their children. And among the joyous sounds that greet each new picture there are the deep chuckles of grownups as well as the ecstatic shrieks of children.

—MARY-TEST LLOYD-JONES

In the East

THE SHORE area of New Jersey had long felt the lack of good moving pictures for children, and in January 1949 the supervising principals and P.T.A. representatives of the Neptune Township and Ocean Township schools got together to do something about the problem. With the district manager of the Walter Reade Theaters they arranged for a tentative series of Saturday morning movie programs for children at the St. James Theatre in Asbury Park.

There was of course the question of what pictures to show. How could they be sure of selecting

(Continued on page 40)



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Freedom To Grow...

Study Course Outlines

For study group leaders and program chairmen

I. PRESCHOOL CHILDREN

Directed by Hunter H. Comly, M.D.

• Why Not Enjoy Your Children? (See page 4 of this issue.)

Points for Discussion

1. Our authors stress the constant dilemma of modern parents: "Am I doing it the right way?" Their confusion is due at least partly to an altered philosophy of child rearing—one that has changed markedly within their own lifetime. According to the evidence, the more flexible, more "permissive" philosophy works better. But again this is accepting the word of authority. Test it by the personal experiences of the group. Who are the teachers your children like best? Are they by comparison more or less rigid than most teachers? What teachers do you remember most pleasantly from your own schooldays? Were they effective educators? Did they enjoy their pupils?

2. The competition of business worries and parents' need for social activity may form another barrier to their enjoyment of their children. What measures may be taken by the parents of a preschool child to minimize the effect of such interference? At mealtimes? At bedtime? On nights when the parents go out? When guests are entertained in the home?

3. Discuss the principles of child development given on page 5.

4. Dr. and Mrs. Menninger point out that as the world gradually comes closer to the growing infant, it imposes limitations on him. These limitations will temporarily make him react in a very unlovable way. How his reactions are handled by the parent and the teacher depends largely on how similar reactions were handled in the childhood of these same adults. Suppose a parent or a teacher finds himself reacting to children in ways that led to unhappiness when he was similarly dealt with as a child. What can he do to alter his behavior? How will it help to discuss the matter with a teacher, physician, or friend? To participate in a study group?

5. Identification (or "being the same") with one's parents is the foundation on which a person's character is formed. A wholesome, loving relationship between child and parents is the key to healthy identifications. In what ways does the preschool child show that he is making such identifications—in speech, eating, dress, mannerisms, and reactions to frustration?

6. When a child tests some "limit" beyond its breaking point, the parent's reaction will be determined by the depth of love he feels for the young offender. But even a very deep love may be ineffective if the parent is overwhelmed by anxiety about whether the child will be able to accept the limit and eventually bring his personal desires into harmony with his environment. Especially in matters related to the moral code it is important to have confidence in a child, make him feel that we know he couldn't possibly transgress. In what ways may parents show their confidence, so that the child will have no doubt that stealing, for example, is not possible for him? How may they make

him unsure? What can they do if they are worried about these problems?

7. The authors mention five methods by which children may gradually adjust their personal desires to the demands of reality. Of course no parent wants his child to use either of the first two methods. How can he help guide the youngster toward a more mature adjustment by spending time with him and sharing experiences with him?

8. How do such cultural factors as smaller families, smaller homes, and changing philosophies make it more difficult for our children to learn to be good parents? What can the schools do to help parents enjoy their children? How will this relaxed attitude make parents better able to foster their children's freedom to grow and to mature?

Program Suggestions

CENTER THE discussion on the eight points listed above. Then take about twenty minutes to draw up a rather specific list of experiences that have led individual members of the group toward a greater enjoyment of their children.

Since this is the last study group meeting, you may wish to hold it in the evening and invite a general attendance. For such a program a psychiatrist or psychologist trained in child guidance might give a talk on the subject "Freedom To Grow." He should be asked to emphasize the close relation between enjoying one's children and providing an emotional atmosphere in the home that will enable children to grow freely. This idea should also be stressed in the discussion period.

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II. CHILDREN IN ELEMENTARY SCHOOL

Directed by Ralph H. Ojemann and Eva H. Grant

• How Much Do Manners Mean? (See page 15 of this issue.)

Points for Discussion

1. Every one of us knows an Estelle and a Mabel, whom Mrs. Bacmeister describes. What lacks in childhood training does each reveal? If you were counseling Estelle and Mabel, what suggestions would you make to them?

2. At what age do you think a child is able to appreciate that the real basis of courteous behavior is a genuine liking and consideration for others? When a youngster once seems to realize this important point, will his manners improve overnight? What further guidance may he need from (1) his parents, (2) his teachers, and (3) adult club or recreation leaders?

3. Certain courtesies, such as giving up one's seat to an older person or taking a guest's coat and hat, usually make good sense to most school-age children. But there are certain other ways of being mannerly that are hardly more than conventions—little rituals that have become the traditional earmarks of good breeding. What are some of these? How can we help our children to learn them? Should we bother to do so in this streamlined, atomic age? Give your reasons.

4. What qualities in school-age children does Mrs. Bacmeister suggest we build on when we strive to teach politeness and thoughtfulness of others? How important are example and

practice at home? How important is a sense of humor? Discuss the value of good manners in increasing self-confidence.

5. *Fair Play*, a book for children by Munro Leaf, shows vividly in words and pictures how the principles of our democracy and the structure of our government are founded on respect for the rights, opportunities, and happiness of the individual citizen. This is why, he says, we must all be prepared to give up some of our own desires when they interfere with those of other people or with laws and regulations established to protect all of us. Training in good manners, then, is also education for citizenship. In what way does each of the following mannerly acts play a role in such education? Saying "please" and "thank you"; taking turns on playground equipment; making guests welcome at home; standing in line at a ticket office; obeying the rules in games; walking on the right side of the sidewalk; answering an invitation to a party; asking a friend for permission to use his baseball bat.

6. Mrs. Bacmeister cautions us to make sure we are teaching manners that are in current usage. Name some forms of politeness that are considered affected or old-fashioned today.

7. The comprehensive title of this year's study courses is "Freedom To Grow." How can this concept help us guide our children toward social competence and acceptability?

Program Suggestions

A PANEL OR symposium made up of study group members might examine several or all of the above points. Or the entire group might discuss these points informally, allowing ten minutes at the close of the period for a concentrated consideration of point 7. Brief reviews of two books by Munro Leaf, *Fair Play* and *Manners Can Be Fun*, might be an effective

"curtain raiser," and if possible the books should be passed around. Some parents may recall the horrible examples of bad manners in a delightful book of two generations ago, *Goops and How To Be Them* by Gelett Burgess.

Films too are an unfailing spur to free and frank discussion. Try *Everyday Courtesy* and *Let's Play Fair* (both 10 minutes, sound; Coronet Instructional Films, 65 East South Water Street, Chicago 1); *Johnny Learns His Manners* (16 minutes, sound; Pictorial Films, 625 Madison Avenue, New York 22); or *Fun on the Playground* (10 minutes, sound; Encyclopaedia Britannica Films, Wilmette, Illinois).

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III. ADOLESCENTS

Directed by Sidonie M. Gruenberg

• Evaluating Sex Education. (See page 24 of this issue.)

Points for Discussion

Discuss the points of view about sex education expressed in the following statements.

1. A father speaking of his thirteen-year-old son: "I told Johnny about sex when he was five and his baby sister was on the way. Do I have to go through it with him all over again?"
2. A mother: "My husband takes care of the boy's sex education. I take care of my daughter's."
3. The mother of a sixteen-year-old girl: "I am never worried about my daughter when she is out on dates. She has never shown any interest in sex. She has a pure mind."
4. A biology teacher: "Sometimes the boys and girls corner me after class, and I can see what their questions are leading to. I always manage to put them off. Sex education is not my business."
5. A home-room teacher: "We have no place for sex education in our curriculum, but we do have a unit on personality in our social studies. In connection with this unit I always put on our reading shelf some carefully selected books that include information about sex development."
6. A father: "When my son and daughter go off to college I'm going to have a serious talk with each one. When you leave home is the time you've got to know how to protect yourself."
7. A high school principal: "Students are going to talk about sex behind our backs anyway. I'd rather have some discussion carried on openly, so we at least have a chance to correct misapprehensions."
8. A young man: "I can't remember ever sitting down for a talk about sex with my parents. I'm sure they must have answered whatever questions I asked, though, because I've never been afraid to ask them about anything."
9. A high school student: "I can find out everything I want to know from books and other places. I don't want to be talked at by grownups. I like to talk things over with boys my age."

Program Suggestions

ONE WAY of making this meeting effective is for the group to have a preliminary discussion of program possibilities. Together they can seek out the best approach and anticipate some of the questions that can be expected. There is a wealth of material available in the field of sex education, but it will be useful to us only if it can be adapted to the needs of the group. Is ours a sophisticated neighborhood where the problem is not

to remove frightening taboos but to distinguish between sex information and sex education? Do we need to begin on a simpler level and try only to establish the feeling that sex is a legitimate topic to discuss? Each group will bring to this topic its special needs and its own level of readiness for discussion.

Two basic objectives, however, underlie whatever specific goals we decide upon. One is to provide each person with the means of thinking more effectively on this subject. The other is to provide a social climate in which such thinking can be translated into appropriate action. It is difficult to know who can do this better—an outside expert or an informed member of the P.T.A. or the community. We do not want a speaker who will merely voice the collective wisdom and prejudice of our neighborhood and carry us no further, or a speaker who will antagonize us, or one who will address us in a way that insults our intelligence.

In any event we must bear in mind that sex education is not accomplished in a single discussion. It is part of an individual's total education, a matter of feelings as much as of understanding. We cannot hope to educate emotions in one meeting, but we can start working toward a higher level of understanding.

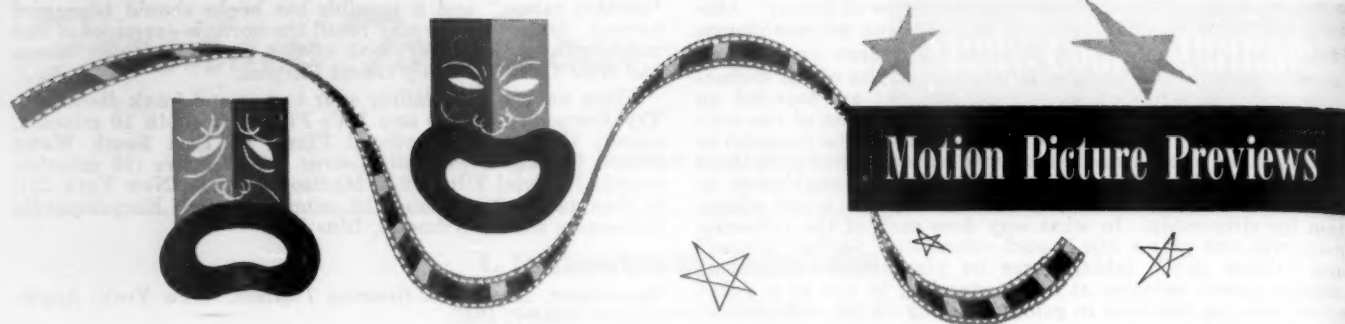
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PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

The Baron of Arizona—Lippert. Direction, Samuel Fuller. The plot of this historical drama concerns the almost successful efforts of a swindler to cheat the United States government out of the state of Arizona. Ambitious to become the ruler of a state, he attempts his swindle by forging an old Spanish land grant. Though the action drags in spots, the film is interesting, especially as a character study. It is ethically satisfactory, too, as brutality is held in check and the criminals are punished by the law. The photography is exceptional. Cast: Vincent Price, Ellen Drew, Beulah Bondi, Vladimir Sokoloff.

Adults	14-18	8-14
Good	Good	Good

Blue Grass of Kentucky—Monogram. Direction, William Beaudine. Lovely Kentucky scenery is beautifully photographed in color to form the background of this story of romance and racing. The plot is simple and enjoyable. Interest is focused on the beauty of the horses and their training for the Kentucky Derby. The film is wholesome and amusing, with clever dialogue. Cast: Bill Williams, Jane Nigh, Ralph Morgan.

Adults	14-18	8-14
Good	Excellent	Excellent

Davy Crockett, Indian Scout—United Artists. Direction, Les Landers. Although this story of early America has a good scenic background, it falls just short of being comparable with such major pictures as *Fort Apache* and *She Wore a Yellow Ribbon*. For those who like cowboys and Indians there is plenty of excitement, including attacks on wagon trains and hand-to-hand fighting. There is spying and intrigue as well as a love story concerning an Indian girl and an Indian boy brought up among the white men. Ethically satisfactory, the film will appeal especially to teen-age boys. Cast: George Montgomery, Ellen Drew, Philip Reed, Noah Beery, Jr.

Adults	14-18	8-14
Fair	Good	Good but exciting

Father Is a Bachelor—Columbia. Direction, Norman Foster and Abby Berlin. An entertaining, heart-warming, homespun tale of a vagabond singer who became a family man because he couldn't bear to see five valiant children sent to an orphan's home. The questionable ethical problem is satisfactorily solved, and many good lessons are drawn. The directors have given a simple plot the kind of direction that brings forth pathos, romance, humor, and a true feeling of love for mankind. Excellent portrayals are given by the children in the cast as well as by the principal players. Cast: William Holden, Charles Winninger, Mary Jane Saunders, Stuart Erwin, George Gray.

Adults	14-18	8-14
Good	Good	Good

Never Fear—Eagle-Lion. Direction, Ida Lupino. This is the interesting and well-told story of a professional dance team. On the eve of the couple's engagement to be married and just as their dancing begins to gain recognition, Sally contracts polio and loses the use of her legs. The story then is concerned with her fight to recover not only the use of her legs but her mental perspective. The hospital scenes and those in the Kabat-Kaiser Institute are particularly interesting, notably one in which the patients do a square dance in their wheel chairs. This is a family picture, one that may help to alleviate some of the fear of polio by showing the kind of treatment that is available and the progress patients make under proper care. Cast: Sally Forrest, Keefe Brasselle, Hugh O'Brian.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Storm over Wyoming—RKO-Radio. Direction, Lesley Selander. The period when sheepmen and cattlemen were deadly enemies, each fighting for his place in the sun, is the setting for this tale. A "range" war engineered by an unscrupulous foreman produces much shooting, including two murders. A touch of comedy is provided by a romantically susceptible Mexican cow hand. Right triumphs in the end and the guilty men are punished, so children may view this film with no confusion as



William Holden gets a big hug from Mary Jane Saunders in *Father Is a Bachelor*.

to ethics. Cast: Tim Holt, Richard Martin, Noreen Nash, Betty Underwood.

Adults	14-18	8-14
Entertaining	Entertaining	Exciting

Trail of the Yukon—Monogram. Direction, William Beaudine. This film is based on James Oliver Curwood's book, *The Gold Hunters*. The action takes place in the early days of the Northwest. A father and son join with some crooks to rob a bank, hoping to regain money the banker stole when he jumped their claim. The whole thing is quite involved, and the plot has all the adventure and complicating situations that could possibly be included—gun battles, fist fights, robbery, fire, and so forth. Chinook, the beautiful wolfhound, helps his master and the Mounted Police bring the guilty men to justice. A fair film for adults, but children will think it one of the best. Cast: Kirby Grant, Suzanne Dalbert, Bill Edwards, Anthony Warde, Dan Seymour, William Forrest, Iris Adrian, Chinook.

Adults	14-18	8-14
Fair	Entertaining	Typical cops-and-robbers film

West of Wyoming—Monogram. Direction, Wallace W. Fox. Following the usual pattern of western melodramas, this one concerns the discovery of gold on land recently opened by the government to homesteaders and the efforts of a group of men to keep the homesteaders from taking possession of the land. There are the usual murders and fights and hard riding of beautiful horses over the rocky hillsides. The acting is standard, but though the film is trite, it will be enjoyed by children. Concepts of good and bad are clearly presented. Cast: Johnny Mack Brown, Gail Davis, Myron Healy, Dennis Moore.

Adults	14-18	8-14
Trite	Yes	Yes

FAMILY

(Suitable for children if accompanied by adults)

Blonde Dynamite—Monogram. Direction, William Beaudine. Another of the Bowery Boys series, this film concerns the boys' adventures when they start their own escort bureau. They meet some crooks who hope to rob a bank by digging a tunnel from the boys' office. Fate steps in, and after the tunnel is completed the crooks find themselves inside the jail. The film is mediocre but may be enjoyed by young people looking for a laugh. Cast: Leo Gorcey, Huntz Hall, Adele Jergens.

Adults	14-18	8-14
Boring	Possibly	Possibly

Dancing in the Dark—20th Century-Fox. Direction, Irving Reis. William Powell's outstanding performance as an arrogant movie star of the 1930's who is down on his luck sets the opening mood of this musical comedy. The familiar scenes of Hollywood are amusing. So is the former star's contemptuous rejection of any help from his old movie friends. When he is sent to New York as a talent scout his appearance is most elegant and impressive, but his manners are still obnoxious. Somehow the picture is not completely satisfying. Although the ethical values are good, the ending falls short of a really dramatic climax. The dance numbers are delightful. Cast: William Powell, Adolphe Menjou, Mark Stevens, Betsy Drake.

Adults	14-18	8-14
Good	Amusing	Probably not of much interest

Spring in Park Lane—Eagle-Lion. Direction, Herbert Wilcox. Here is a sparkling, sophisticated British comedy about a newly employed footman who falls in love with the niece of his employer, a wealthy art collector. The difference in the lovers' social positions presents many amusing situations, but their problems are overcome when it is discovered that the footman belongs to an impoverished aristocratic family. Most of the scenes take place inside the palatial mansion and are well photographed. Michael Wilding and Anna Neagle give top performances in the leading roles. Production values are good, and the pace is faster than in most English films. A thoroughly delightful picture with many humorous scenes. Cast: Anna Neagle, Michael Wilding, Tom Walls, Peter Graves, Nicholas Phipps, Marjorie Fielding.

Adults	14-18	8-14
Delightfully amusing	Enjoyable	Of little interest

There's a Girl in My Heart—Allied Artists. Direction, Arthur Dreifuss. A music hall in 1899 is the main background for this picture. An unconvincing story serves as a thread on which to string a series of songs and dances, many of them lacking spark. The plot involves a maneuvering, small-time politician in a tenement section of New York and the old-fashioned music teacher who has to be persuaded that a music hall is a fit place for his young son to perform in. The lilting voice of Gloria Jean rises above the mediocrity of the rest of the film. Cast: Lee Bowman, Elyse Knox, Gloria Jean, Peggy Ryan, Lon Chaney.

Adults	14-18	8-14
Fair	Fair; confused ethics	Of little interest

ADULT

Backfire—Warner Brothers. Direction, Vincent Sherman. Here is another gangland murder film showing the usual amount of brutality. A young war veteran recently released from the hospital seeks to find his war buddy, who has disappeared and is suspected of murder. The story is rather obvious, the production only fair, and the ethics poor. Cast: Virginia Mayo, Gordon MacRae, Edmond O'Brien, Dane Clark, Viveca Lindfors.

Adults	14-18	8-14
Matter of taste	No	No

Barricade—Warner Brothers. Direction, Peter Godfrey. This savage melodrama, laid in the old West, centers around a gold mine operated by a man whose lust for power and greatness borders on insanity. The film lacks force and credibility because of the double weaknesses of plot and character development. Acting and dialogue are exceedingly melodramatic. The characters are all murderers, thieves, or other men outside the law, so that the prevailing mood is ugly. Thus the film resolves itself into an unpleasant story filled with bloody fisticuffs and gun fights, mental sadism, a bit of romance, and only a slight touch of morality. Justice is forthcoming at the finish, but as a whole the picture leaves one with a feeling of futility and of bad taste. Certainly it cannot be classed as entertainment. Cast: Ruth Roman, Dane Clark, Raymond Massey, Robert Douglas.

Adults	14-18	8-14
Poor entertainment	No	No

Belle of Old Mexico—Republic. Direction, R. G. Springsteen. A comedy farce bordering on slapstick. The loosely knit plot moves along slowly from one ridiculous situation to another. The president of a small college brings an attractive Mexican girl to the United States as his legal ward, and his gold-digging fiancée sets about to embarrass the girl in as many ways as possible. Ethical and entertainment values are low, and drinking scenes and the manners of the characters toward each other are in very poor taste. The color photography, also poor, detracts from the already inadequate story material. Cast: Estelita Rodriguez, Robert Rockwell, Dorothy Patrick, Florence Bates.

Adults	14-18	8-14
Poor	No	No

Dakota Lil—20th Century-Fox. Direction, Lesley Selander. Here is another wild, bloodthirsty tale of lawlessness on the western frontier about 1890. The complicated plot has to do with counterfeiting. A beautiful girl, who is an ex-convict in hiding, helps a secret service man, noted for his quick action and sharp wit, to capture the outlaws. Cast: George Montgomery, Rod Cameron, Marie Windsor, John Emery, Wallace Ford.

Adults	14-18	8-14
Fair	Possibly	No

On the first day of the national convention in Long Beach, Bruce Mahan, chairman of the Committee on Visual Education and Motion Pictures, will offer a feature of special interest to all delegates. He will conduct a model P.T.A. meeting, using a film on parent-child relations, *Helping Parents Understand*, to demonstrate how motion pictures may be utilized most effectively in P.T.A. programs.



Jane Nigh, Ralph Morgan, and Bill Williams in a quiet scene from the film *Blue Grass of Kentucky*.

The Flying Saucer—Film Classics. Direction, Mikel Conrad. This improbable and sensational picture has little to recommend it. The hero seems to have been chosen for his duty on a highly secret commission for the United States government because of his daredevil qualities as a millionaire playboy. Much of the time he is either drunk or in the process of becoming so. His journey to Alaska to track down the secret of the flying saucer is disguised as a nervous breakdown, and the nurse who attends him is also a secret service operative. They encounter Russian spies and discover the hiding place of the flying saucer but are almost destroyed themselves. The intention of the film seems to be the spreading of fear propaganda. Cast: Mikel Conrad, Pat Garrison, Hans von Teuffen.

Adults	14-18	8-14
Poor entertainment	Poor entertainment	Undesirable from every point of view

Once upon a Dream—J. Arthur Rank. Direction, Ralph Thomas. A mildly amusing story of an English wife who dreams she has been indiscreet with her attractive butler. When she awakens she is convinced her dream really happened, and many complications follow. The innocent butler, a paragon of efficiency, is discharged, but the husband, thinking they have disagreed over the care of the rose garden, persuades his wife to rehire him. Thereafter the butler is fired and rehired many times until he finally blows up and leaves. The story is clever, and the scenes of the English countryside, especially the flower fair, are interesting. The action is too slow, however, for American tastes. Cast: Googie Withers, Griffith Jones, Guy Middleton.

Adults	14-18	8-14
Mildly amusing	Possibly	No

Perfect Strangers—Warner Brothers. Direction, Bretaigne Windust. A modern romantic drama interspersed with flashes of humor and pathos, this picture entertains only by fits and starts. With a courtroom as the background and a jury of twelve as the principal characters, the film depends on dialogue rather than action to sustain interest. The sharply defined characters of the jurors provide both mood and plot. Although there is a plot within a plot, neither is developed fully enough to provide a satisfactory climax. The trial of a man who murdered his wife because he loved his secretary has special meaning for two of the jurors who, both married, start their jury duty as strangers and end by falling in love with each other. Cast: Ginger Rogers, Dennis Morgan, Thelma Ritter, Margalo Gilmore.

Adults	14-18	8-14
Fair	No	No

The Sleeping City—Universal-International. Direction, George Sherman. Filmed almost entirely within New York City's famous Bellevue Hospital, this story of crime is unraveled

by the confidential squad of the Police Department. The screen credits point with pride to the cooperation given by the hospital staff. However, the film casts aspersions on the integrity of nurses and interns. It also makes us wonder whether hospitals are safe places if such crimes could really take place in Bellevue. The suspense is well sustained by an exceptionally good cast. Cast: Richard Conte, Coleen Gray, Peggy Dow, Alex Nicol.

Adults	14-18	8-14
Good of the type	No	No

Stage Fright—Warner Brothers. Direction, Alfred Hitchcock. Here is as tense and exciting a murder mystery as Alfred Hitchcock ever directed, and the ending is as surprising and dramatic as any the public has grown to expect from him. The film is a remarkable study in character, for our interest is held equally by each player in turn. Marlene Dietrich plays the role of an actress who is suspected of murdering her husband, but most of the cast are British. The film is unusually free from brutality but is unsuitable for young people because one song is in such unpardonably poor taste as to be offensive. Cast: Marlene Dietrich, Jane Wyman, Richard Todd, Michael Wilding, Alistair Sim.

Adults	14-18	8-14
Excellent of type	No	No

The Third Man—Alexander Korda—David O. Selznick. Direction, Carol Reed. Suspense is held at a high point from the first to the last scene in this murder mystery set in postwar Vienna. The atmosphere is permeated with the sinister influence of a diabolical criminal who is supposed to have been murdered. The sadistic cruelty of his crimes is conveyed without their actually being shown on the screen. Vienna has been superbly photographed, and the zither music that is played continuously is one of the film's highlights. Exceptionally well written, well directed, and well acted, *The Third Man* is certain to have a strong appeal for those who like to unravel plots of mystery and intrigue. Cast: Joseph Cotten, Valli, Orson Welles, Trevor Howard.

Adults	14-18	8-14
Outstanding mystery	Tense	A too complicated plot

Without Honor—United Artists. Direction, Irving Pichel. The opening scene, in which a young wife stabs her lover, seems to promise a tense, suspenseful film. However, it emerges as a confused and mediocre melodrama about the desire of a revenge-seeking young man to wreck his brother's marriage. Not even the fine musical score can maintain the suspense. There is too much dialogue, and the acting is so unconvincing that it provokes laughter from the audience during serious moments. The story is poorly developed and production values only fair. Poor ethics put this film in the adult category. Cast: Laraine Day, Dane Clark, Franchot Tone, Agnes Moorehead, Bruce Bennett.

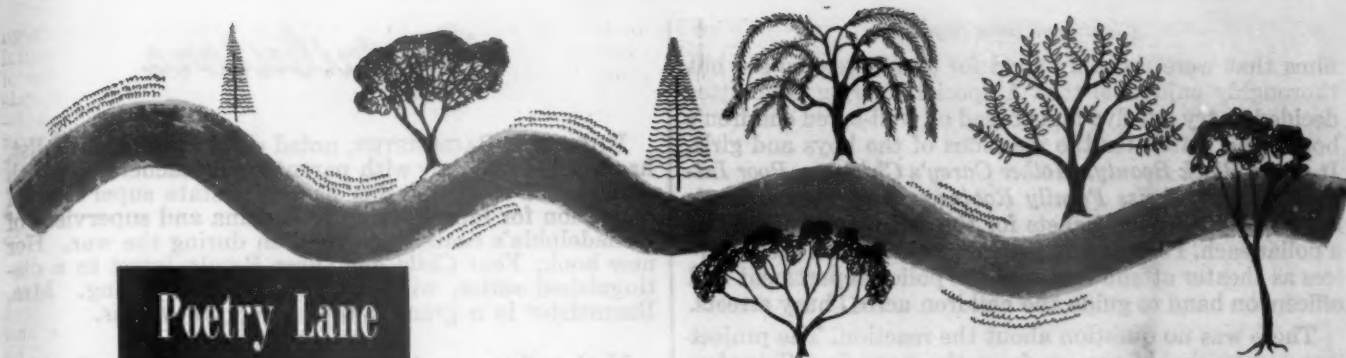
Adults	14-18	8-14
Fair	No	No

Wolf Hunters—Monogram. Direction, Oscar Boetticher. This story of murder and intrigue tells of fur stealing and the Mounted Police in the Far North. The trite plot concerns the crooked manager of a fur-trading post and the efforts of a Mountie to solve the murders. A beautiful, large white dog steals the honors from the actors, and the photography of the outdoor scenery is outstandingly beautiful. There are many exciting fight scenes, but as entertainment the film is only fair. Cast: Kirby Grant, Jan Clayton, Helen Parrish, Edward Norris, Charles Long.

Adults	14-18	8-14
Fair	Exciting	Tense

A Woman of Distinction—Columbia. Direction, Edward Buzzell. The central character in this broad farce is a beautiful young woman who is the dean of a girls' college. The dean, who has never permitted herself to fall in love, becomes the victim of a publicist who, in a desperate effort to glamorize a visiting British lecturer, plants stories about him and the dean in the newspapers—with almost disastrous results for the dean. For purposes of comedy the issue of whether or not an adopted child is the dean's own child is unnecessarily injected into an already overcrowded plot. Slapstick humor and risqué dialogue are depended on heavily for laughs. Cast: Rosalind Russell, Ray Milland, Edmund Gwenn, Janis Carter.

Adults	14-18	8-14
Matter of taste	Doubtful	No



Poetry Lane

Pirate's Good Night

Muffle your oars, the harbor's near,
Jolly tar;
Darken the lights before you steer
Across the bar.

Here is your sword, and here your chest
With pieces of eight;
Here is the shovel that digs the best
When the moon is late.

Row to the spot where a tired tree
On an island shore
Stands all alone by a lonely sea,
And bury your store.

Never let on that you shoved off;
Make no sound;
Don't let Grandma hear you cough
When she comes round.

You must keep very, very still.
When the treasure is buried;
Creep like a shadow back from the hill,
And you will be ferried

Out to the ship, at anchor on the bay—
The bay asleep.
Here's your grog; now drift away
On the drifting deep.

—WILBERT SNOW

Mountain Spring

Where moss and blackened rock have held the hill
Beneath the pine, a thousand years and more,
A vein of singing silver splits its core
And gives the land its vitalizing spill.
Below the cliff, with gnarled and searching root
The maple, butternut, and wild plum slake
Their thirst amidst the ginseng, there to take
The mountain's gift, and give, in turn, their fruit.

The chickadees and juncos preen and peer
Within its shadowed depths and coyly drink
In migratory flight; upon its brink
The fox and hare have left their tracks, and here
A sun-touched, velvet-stepping doe and fawn
Have sought its stream, drunk deep of life, and gone.

—RUTH M. RASEY

Testament

To all small boys in April, I devise
Stone fences made for leaping and the feel
Of thawing earth; the first bluebird that flies
Through budding willows, whose slim branches peel
To make a whistle, shrill and full and loud.
I do bequeath the unlocked, hurrying brooks
Bearing a freight of alder branch and cloud,
Spelling a message never found in books.

And to all wondering little Pucks that seek
Wisdom in spring, I give a dream, to grow
In the heart's own ground, one day to wake and speak
In whispers that the older, wiser, know;
And over all, young, old, and in between,
May heaven's spring, eternal, ever lean.

—ELEANOR ALLETTA CHAFFEE

Yes, Junior, of Course You Can Go to the Circus

Often one hears of the innocent child
Bullied by cruel adults.
What they go through is often mild
Compared with the methods an innocent child
Will use to get results!

—VIRGINIA BRASIER

Holiday

Spring was insistent at my door
And spread her wares with artful grace:
Gold and magenta, azure, mauve,
With frills of pale green lace.

The Mary in me could not sew
Or wield a plodding Martha broom—
Instead I danced through lively woods
Down avenues of bloom!

Let neighbors frown upon my dress
And prattle of my house untended—
Today God swept a cluttered mind,
A raveled spirit, mended.

—LUCILE HARGROVE REYNOLDS

films that were not only good for youngsters to see but thoroughly enjoyable too? A special steering committee decided to try out five films based on well-loved children's books and watch for the reactions of the boys and girls. It chose *Black Beauty*, *Mother Carey's Chickens*, *Poor Little Rich Girl*, *Swiss Family Robinson*, and *Tom Brown's School Days*. Season tickets for the series were offered at a dollar each. Parents and teachers volunteered their services as theater attendants, and the police department had officers on hand to guide the children across busy streets.

There was no question about the reaction. The project was a remarkable success from the very first Saturday morning, when a thousand youngsters turned out. After the series was over they begged for more. Other schools offered their assistance and were given a voice in planning a second, third, and fourth series, which included such established favorites as *The Adventures of Huckleberry Finn*, *Alice in Wonderland*, *Dog of Flanders*, *Penrod* and *Sam*, *Rebecca of Sunnybrook Farm*, *Young Mr. Lincoln*.

Although the fourth group of programs has just been completed, there is already a clamor up and down the shore for series number five. —ANITA M. BORDEN

And in the Far West

BANG! BANG! BANG! "There he goes, behind that building!" "I can't see him from back here. Ugh—it's the invisible monst—"

Fascinating dialogue, and fascinated is the youthful audience, much of it too youthful to realize that this is not the way adult America lives. People must do these things, children reason, or why put them in movies? They actively demonstrate this theory in their play, combining bits of familiar home life with deeds taken straight out of the too-thrilling movies shown each Saturday at many theaters.

During the past year, however, we have had in Marin County, California, a noteworthy exception to this general rule. In this county for some time a group of representatives of the P.T.A. and other interested organizations have been banded together as the Marin Motion Picture Council.

At the council's suggestion the unusually cooperative manager of the Lark Theater in Larkspur had already inaugurated a policy of showing film classics exclusively instead of just anything that was available. But many of these were of course not suitable for children. So the president of the council approached the theater manager again and told him how disappointed the youngsters were because "there never seems to be a picture our parents will let us see."

The manager not only agreed to run special Saturday matinees for boys and girls; he told the president she could even select the films to be shown. But the council had a better idea. Why not let the children themselves make the selections? With the cooperation of the teachers, a group of youngsters between the ages of eight and fourteen was appointed to pick their favorites from the list of young people's classics furnished by the Children's Film Library.

These Saturday matinees, with programs chosen not only for but by children, have been a tremendous hit. Many P.T.A.'s and other groups throughout California have asked the Marin Motion Picture Council to tell them all about the project, and the council is always more than willing to do so. "We are happy to help others obtain the same benefits for their children," they say.

—ROSE BARTL

Contributors

RHODA W. BACMEISTER, noted child welfare specialist, has worked not only with parents and teachers but with children of all ages. She has been state supervisor of education for family living in Indiana and supervisor of Philadelphia's centers for children during the war. Her new book, *Your Child and Other People*, latest in a distinguished series, will be published this spring. Mrs. Bacmeister is a grandmother three times over.

Nationally recognized as an authority on music therapy, ESTHER GOETZ GILLILAND is chairman of the music department of Chicago's Woodrow Wilson Junior College and director of the music therapy department of the Chicago Musical College. She has given numerous lectures and demonstrations before state and national groups of physicians, musicians, and therapists. Mrs. Gilliland is guest editor for this month's *Music News*.

SIDONIE M. GRUENBERG is special consultant for the Child Study Association of America, which she directed so notably for nearly 30 years. A preeminent leader in the field of family relationships, she is active in many professional groups and is chairman of the National Committee for Parent Education. Parents and teachers have long turned to her books and articles as to trusted friends and advisers. Mrs. Gruenberg directs this magazine's study course on adolescents.

S. R. LAYCOCK, genial dean of education at the University of Saskatchewan, has many friends and admirers in this country. Immediate past president of the Canadian Federation of Home and School, Dr. Laycock is highly esteemed in the fields of mental health and child development. Through his teaching, his radio programs, and his writings, he has contributed greatly to the well-being of children in all lands.

WILLIAM C. MENNINGER, M.D., stands in the forefront of the psychiatric profession, in America and throughout the world. He is general secretary and clinical director of the internationally famous Menninger Foundation for the study and cure of mental illness. Among his more recent books are *Psychiatry in a Troubled World* and *You and Psychiatry*. His wife, CATHARINE W. MENNINGER, teaches courses in child care at Washburn Municipal University in Topeka and frequently collaborates with her husband.

For BONARO W. OVERSTREET, poet and adult educator, the usual limitations of time and distance appear to have little meaning. She is writing a book, lecturing in various places, cooking three meals a day, supervising the reconstruction of her California home, planting spring flowers, and—readers will be delighted to know—preparing a new series of articles for the 1950-51 *National Parent-Teacher*.

The distinguished Secretary of Labor, MAURICE J. TOBIN, is one of the younger members of President Truman's Cabinet. Former governor of Massachusetts and mayor of Boston, he has also served in the Massachusetts House of Representatives. From 1931 to 1934 and again from 1935 to 1937 he was a member of the Boston School Commission. Among the far-reaching responsibilities of the Labor Department is protection of child workers.

This month's "P.T.A. Frontiers" were prepared by Mrs. T. C. Borden, principal, Neptune Public Schools, Neptune, New Jersey, and Mrs. Horace J. Brogley, president, New Jersey Congress; Mrs. R. Bartl, San Anselmo, California, and Mrs. G. W. Luhr, president, California Congress; and Mrs. Mary-Test Lloyd-Jones, Milwaukee, Wisconsin, and Mrs. Woods O. Dreyfus, president, Wisconsin Congress.